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OF
OBERLIN COLLEGE

Annual Reports

OF

The Dean and the Treasurer

OF

Oberlin College

1901-02.

OBERLIN, OHIO

Oberlin College

ANNUAL REPORTS

OF

THE DEAN AND THE TREASURER

OF

OBERLIN COLLEGE

FOR 1901-02 .

PRESENTED TO THE BOARD OF TRUSTEES
AT THE ANNUAL MEETING
NOVEMBER 19, 1902

OBERLIN, OHIO
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The Annual Report for 1901-02.

PRESENTED BY THE DEAN TO THE TRUSTEES AT THE
ANNUAL MEETING, NOVEMBER 19, 1902.

To the Board of Trustees of Oberlin College:—

Gentlemen: On account of the death of President Barrows, it becomes my duty, as Dean of the College, to present to you the report usually made by the President. Under these circumstances, no separate Dean's report seemed needed, and none has been attempted. The report owes much at every point to the careful and thoughtful assistance of the Secretary of the College.

The time naturally covered by this report is the college year 1901-02; but the writers of all the other reports have found it practically impossible to avoid referring to the new conditions at the opening of the present college year. This report, therefore, is made to cover the same time as that of the other reports.

DEATHS.

The year 1901-02 has been marked by the severest losses by death which the inner work of the College has ever suffered. There have been years when death has removed more from the ranks of the Trustees, as in 1899-1900, when we mourned in rapid succession such men of strength as Strieby, Brand, Ingersoll, E. W. Metcalf, A. H. Johnson, and Cox; but there has never been a year in its history when the College has experienced such losses from the ranks of its officers and teachers, as have come during the past year by the deaths of Professor Burroughs, Professor Rice, Ex- President Fairchild, and President Barrows.

Professors Burroughs and Rice.

The deaths of Professor Burroughs and Professor Rice occurred so early in the college year just past, that they naturally found record in the report presented at the last annual meeting, and to them both President Barrows there gave his warm tribute. Your own minutes also fittingly characterize the life and service of these devoted teachers, and may properly find place here in the official publications of the College.

Professor George Stockton Burroughs.

For two short years Professor George Stockton Burroughs held the Chair of Old Testament Language and Literature in our Theological Seminary. After an illness of nearly a year, involving extreme suffering, he died from sarcoma at Clifton Springs, New York, October 22, 1901.

Professor Burroughs came to us in the prime of manhood's strength and in the ripeness of his powers. His unusual scholarship and rare Christian spirit had already been recognized and demonstrated by distinguished service in the pastorate, in the professorship of Biblical Literature in Amherst College, and in the presidency of Wabash College at Crawfordsville, Ind.

To the Chair of Old Testament Language and Literature he came with splendid enthusiasm, and gave himself to his work with a glowing zeal and faith which won at once the hearts of his colleagues and students, and commanded not only confidence, but deep and tender affection.

His work among us, though so brief, was a great work in its revelation of the divinity and wealth of the Old Testament Scriptures, and also in the revelation which it gave of what, through the incarnation of the word and spirit of God, it is possible for a son of God himself to become. His was a spirit of rare sweetness, of peculiar self-forgetfulness and of pervasive power. His influence was not limited to the circle of the Seminary, nor of the College. It was felt through the community, and was reaching out widely, through the churches to which he ministered, into the life of the state.

He was a man who entered into life here on earth, and whose going hence was but an entrance in its fullness into the life that is unseen and eternal.

The cheerful and uncomplaining patience and the magnificent fortitude with which he faced death during long weeks and months, and endured the severest sufferings, illustrated in the highest degree the

power of the Christian faith to conquer even death itself and to perfect character in the noblest heroism.

As a feeble expression of the loss sustained by this Board of Trustees and College in the death of Professor Burroughs, and of our great respect and love for him, together with our tender sympathy for his stricken household, it is ordered that this minute be spread upon the permanent records of the Board, and transmitted to his family.

Professor Fenelon B. Rice.

In the death of Professor Fenelon B. Rice, the Board of Trustees of Oberlin College mourns the loss of one who, during his long years of labor in the College, has rendered it unusual service.

He has built the Conservatory of Music upon lasting foundations.

He has so directed the rendering of sacred music as greatly to beautify and enrich public worship.

He has inspired the College and community with appreciation of, and love for, the best music.

He has, by his clear counsel and great executive ability, increased the efficiency of the College in all its departments.

His activities have not been limited to the College, but he has also rendered the town distinguished service as a citizen.

In his death the Board of Trustees, individually and as a body, mourn the loss of a personal friend, an eminent instructor, and a trusted advisor.

Resolved, that these resolutions be spread upon our minutes, and that a copy of the same be presented to Mrs. Rice, with an expression of deepest sympathy from the Board of Trustees.

Pamphlets, *in memoriam* of both men, containing brief biographical sketches and addresses given at their memorial services, were published, that an expression of their worth and work might be made, at least slightly more adequate and permanent than newspaper accounts could be.

Ex-President James H. Fairchild.

Ex-President James H. Fairchild died March 19, 1902, and the funeral services were held in the Second Church of Oberlin March 22nd. The memorial addresses were made by President Barrows, Dr. Tenney, and Professor King. Very full addresses by members of the Board of Trustees, and by Rev. W. L. Tenney,

the alumni speaker for the day, upon different aspects of President Fairchild's work, were given in the Alumni meeting at Commencement.

President Fairchild's connection with the whole history of Oberlin has been so unique, his work in it and for it so monumental, and his consequent place in the educational life, especially of the Middle West, so significant, that it was felt that a volume devoted to his life was clearly demanded. The Theological Faculty have therefore asked Professor Swing to undertake such a biography of President Fairchild, and this work is already well on its way. But beyond all possible record of words is the memorial President Fairchild built for himself in the thousands of lives touched by his spirit, and in the College so long and so largely moulded by his ideals. It is probably the simple truth to say that in his singularly long term of official connection with the College, he rendered a service unapproached by any other.

The resolutions of the Trustees, adopted Dec. 27, 1901, on the occasion of the retirement of Ex-President Fairchild from the Board, deserve public record here, and may well take the place of any further words of mine:

The retirement of Ex-President Fairchild from the Board of Trustees and from the Prudential Committee marks the close of official service in behalf of the College equally remarkable for its length and variety and value. And the Trustees desire to put on record their warm appreciation of this distinguished service and their deep regret that it can be no longer continued. He was present at the first opening of the College to the public, and was continuously a student for eight years, graduating successively from the Academy, the College, the Seminary. He was immediately chosen a member of the Faculty and so continued for sixty successive years, during twenty-three years being the President of the College. He has served on the Board of Trustees for thirty-five years and on the Prudential Committee for forty-three years, and during all this long period he was easily the first among his associates in constancy and eminence of service. The College owes to him more than to any other man its high character and growing renown, and in its present prosperity and promise and far-reaching beneficent influence it furnishes his noblest monument. The Trustees, many of whom have

been his pupils in former years, deem it an honor and high privilege to have been associated with him in this service. Their love and confidence in him have been absolute and have grown with the growing years.

They desire, in parting official relations with their beloved teacher and friend, to express anew their personal love and esteem, which will last as long as life itself shall last. They can wish for nothing better to the College than that it may realize the aims he cherished for it and that it may be guided in days to come as unselfishly and wisely as in the golden days when he stood at its head and inspired all its life. Thousands of students bear the impress of this great teacher's thoughts and life, and far and wide through the long years have been advocates of righteousness, exemplars of private and public virtues, men and women of light and leading in all the land and throughout the world. No legacy the College has ever received, or shall ever receive, can equal the wealth of his great name and deeds.

"His work is done,
But while the races of mankind endure,
Let his great example stand
Colossal, seen of every land;
Till in all lands and thro' all human story
The path of duty be the way to glory."

President John Henry Barrows.

By the unanimous vote of the Trustees of Oberlin College on the 29th of November, 1898, Rev. John Henry Barrows, D.D., of Chicago, became President of Oberlin College. He took up the duties of the new position on the first day of January, 1899, and for the space of three and one-half years served Oberlin with splendid enthusiasm and hopefulness.

In his first report to the Board of Trustees, in March, 1899, President Barrows expressed the opinion that the greatest needs of the College, after general endowment, were as follows: A Gymnasium for Men, a Science Building, a Chemical Laboratory, a Physical Laboratory, a new Chapel, an Academy Building, and a Y. M. C. A. Building. He lived to see two of these buildings completed and in use, and at the time of his death the final payments were being made on the half million of new endowment,

the securing of which had been so much on his heart during the preceding year.

In each of the four reports made by President Barrows, strong emphasis was laid upon the greatness of Oberlin's opportunities at the present time. His appreciation of the importance of Oberlin College as an educational opportunity, and his love of the Oberlin spirit, would seem to have increased each year. The detailed account, furnished by Secretary Jones, of President Barrows's work for the year shows how many and varied were his services in the representation of Oberlin throughout the country :

"President Barrows delivered eighty-four public addresses in the period between November 1, 1901, and the time of his death, June 3, 1902. In the fall of 1901, and again in the spring of 1902, he preached in Cleveland in the Calvary Presbyterian Church on such Sabbaths as he found it possible to spend at home. Late in November, after the meeting of the Board of Trustees, President Barrows went to New York and Boston in the interests of the money campaign. He spent one week in Boston, from November 26 to December 3. He returned to Oberlin in time to preside at the memorial services in honor of Professor Burroughs on the 8th of December. During the succeeding two weeks he visited Chicago, Detroit, Ann Arbor, Cleveland, Lorain, and other cities, returning to Oberlin on Christmas morning. He was in Oberlin at the special meeting of the Trustees, held December 27; and as the time for the completion of the Half Million Fund became short, he seemed to feel the strain of the campaign more and more. He went to Cleveland on the 30th of December and presided at the special meetings of the Board of Trustees held on the 31st. He returned to Oberlin the evening of the 31st very much worn out physically, but very happy over the successful termination of the Half Million movement. The succeeding few days were days of great exhaustion. He himself said that he felt "very old." The engagements which he had already made for lectures in Cleveland, Chicago, Minneapo-

lis, and St. Paul, did not permit him to secure so complete a rest as he would have liked.

The seven weeks beginning January 18 were spent in a trip to California. On Friday, January 17, just before his departure from Oberlin, President Barrows gave a chapel address to all the students. During his visit to California he delivered a course of six lectures before the students of the Pacific Theological Seminary at Berkeley, California. He lectured several times before the entire student body of the University of California, and also spoke to the students of Leland Stanford Jr. University and of Pomona College. Altogether, during the trip to California, he gave no less than thirty-five distinct addresses. He returned to Oberlin on the 8th of March. He spoke at the funeral of President Fairchild on the 22nd of March, and preached in the Second Congregational Church in Oberlin the next day. President Barrows was in Oberlin most of the time from March 8th until May 16th. His last public addresses in Oberlin were the baccalaureate sermon at the graduation exercises of the Oberlin Theological Seminary on the 11th of May, and a shorter address at the theological commencement, May 15.

On Friday, May 16, in company with Mrs. Barrows, he left Oberlin for Chicago, and on Sunday morning, May 18, preached in his beloved church, the First Presbyterian Church of Chicago, his theme being "John Frederic Oberlin." This was the last address delivered by President Barrows. On Monday, May 19, he left Chicago for New Haven, and attended a banquet in New Haven on May 20, in honor of Professor Fisher. On Thursday, May 22, he went to New York City to attend the closing sessions of the General Assembly of the Presbyterian Church, and seemed very happy over the final action taken concerning the revision of the Articles of Confession. He attended the great reception at the Waldorf-Astoria hotel on Thursday evening, May 22, and left New York City on Friday afternoon, May 23, reaching Oberlin at noon Saturday, May 24.

Soon after leaving Buffalo he was seized with intense pains

in the chest. A local physician was consulted at Ashtabula, and Dr. Allen at Cleveland, but nothing could be done to relieve his sufferings. During his illness of ten days after reaching Oberlin, he was attended by Doctors Jameson and Browning, who called in Doctors Cushing and Sawyer of Cleveland for consultation. The trouble proved to be pneumonia in both lungs, complicated by pericarditis. His condition did not change much for six or eight days, but on Sunday, June 1, he became much weaker. His death occurred at dawn on Tuesday morning, June 3. The autopsy, made by Dr. William T. Howard of Cleveland, verified the diagnosis of double pneumonia, with very extensive pleurisy. Resolution of the pneumonia, however, had already begun. It also revealed extreme dilatation of the heart, evidently of long standing, with degeneration of the heart wall. These conditions of the heart made recovery impossible from the first, and were the direct cause of death.

The days of President Barrows's illness were days of tender and sacred feeling for students, teachers and citizens, and made very manifest the genuine love he had won. All the regular exercises of the College were suspended from Tuesday, June 3, to Thursday, June 5. The funeral was held in the Second Congregational Church at ten o'clock, Thursday morning, June 5. Brief addresses were made by Dr. H. M. Tenney, Dr. L. C. Warner, and Professor H. C. King, after which the body was laid to rest in Westwood Cemetery. The casket was carried from the church to the cemetery by the young men of the four college classes. On the evening of the same day a special memorial service in honor of President Barrows was held in the First Church, which showed most effectively the remarkable breadth of his influence. The speakers were as follows: Hon. J. G. W. Cowles, presiding; Dr. Judson Smith, On President Barrows's Relation to Missions; Hon. Charles Alling, His Relation to the First Presbyterian Church of Chicago, and to Civic Work; Professor George S. Goodspeed, Dr. Barrows as Preacher and Professor; Dr. James L. Hill, His Relation to the United Society of Christian En-

deavor; Hon. Harlow N. Higinbotham, His Relation to the Parliament of Religions; Dr. Charles S. Mills, His Relation to Oberlin."

The Class of 1902, whose college years exactly covered those of President Barrows's administration, have very fittingly expressed their love for him in giving to the College a fine portrait of the President. The portrait has been hung in the court of Peters Hall.

At the semi-annual meeting of the Board of Trustees of Oberlin College held June 23, a committee consisting of Messrs. F. S. Fitch, L. C. Warner, and L. H. Severance, was appointed to prepare a suitable minute expressing the feelings of the Trustees. The minute as prepared by this committee follows:

The Trustees of Oberlin College, assembled at their semi-annual meeting on June 23, 1902, desire to express their deep sense of loss in the death of President John Henry Barrows. The suddenness of this affliction, as well as its severity, came as a shock to us all. He was so strong, so hopeful, so full of resource, that it had never occurred to us that he could be taken away. The meridian of his powers had but just been reached, and his place in the confidence and affection of the citizens, students, and alumni had been made secure, when he was taken from us. He was so joyous and eager in the work, that all the friends of the College were roused to new efforts, and the claims of Oberlin upon the public, by reason of its past history and present opportunities, were advocated by him with a freedom and boldness made possible by the fact that he was new to the office and was praising others. After a varied and brilliant public career, he seemed at Oberlin to have found a place where all his gifts could be utilized in the largest service for the Kingdom of God.

That such a man, at such a time, should be called hence, with his work, according to our poor judgment, but half finished, is one of the mysteries of life, which we must remit to the wisdom and goodness of Him whose ways are not as our ways, nor His thoughts as our thoughts.

We wish to put on record our high appreciation of the service rendered to the College by President Barrows. His hopefulnes, energy and large acquaintance fitted him to lead us in securing the half million of new endowment, and his tact and love gave him a strong place in the hearts of the Trustees, Faculty, and students. Gifts of

administration, of enthusiasm, and of faith were his, and they were used freely in promoting the interests of the College. We thank God for what he was, for what he wrought, and for the blessed memory which he leaves to us as a rich inheritance.

We would express our deep sympathy with Mrs. Barrows and the family of our departed friend, and commit them to that God whose care for the widow and fatherless has never failed. We rejoice that they have a home among us, and are prized for personal worth and services, as well as for their kinship with the illustrious dead.

We invoke for the College and its Trustees and Faculty the love and service of men and the blessing of God in this hour, that we may discern and do His holy will.

These heartfelt words of your committee concerning the only one of Oberlin's Presidents to die in office, may be appropriately accompanied by a statement showing the financial gains of the College during President Barrows's administration.

Statement Showing the Increase in the Financial Resources of Oberlin College during the Administration of President Barrows.

Endowments.

	August 31, 1898.	August 31, 1902.
University Endowment.....	\$211,387.29	\$ 632,504.59
College Endowment.....	352,792.55	397,716.83
Seminary Endowment.....	116,045.82	119,674.76
Conservatory Endowment and Surplus....	15,067.06	44,558.45
Library Endowment.....	20,190.86	21,708.76
	\$715,483.58	\$1,216,163.39

Annuity Funds.

University.....	\$147,291.02	\$ 142,521.98
Seminary.....	8,757.98	4,126.11
	\$ 156,049.00	\$ 146,648.09

Scholarship Funds.

University.....	\$ 29,089.60	\$ 41,914.80
College.....	10,000.00	24,500.00
Seminary.....	18,700.00	18,991.95
Conservatory.....	501.00	754.70
	\$ 58,290.60	\$ 86,161.45

Special Funds.

Finney Memorial.....	\$ 66,885.54	\$ 78,273.45
Other Special Funds.....	2,848.00	3,188.37
	\$ 69,733.57	\$ 81,461.82
Totals.....	\$999,556.75	\$1,530,434.75

In addition to the preceding, there should be added the interest of the College in the Haskell property in Chicago, estimated at \$50,000, and outstanding subscriptions to the Reunion Fund of 1900, amounting to about \$16,000.

In connection with the increase in funds should be remembered the two noble buildings erected during the four years, Warner Gymnasium, \$50,000, and Severance Chemical Laboratory, \$70,000.

RESIGNATIONS AND CHANGES.

Trustees.

President Dan F. Bradley and Mrs. A. A. F. Johnston presented their resignations as Trustees of the College at the June meeting; President Bradley, on account of his duties as the newly elected president of Iowa College, and Mrs. Johnston, because her connection with the Faculty precluded her membership at the same time in the Board of Trustees. The terms of office of Mr. Barber, Mr. Starr, General Shurtleff and Dr. Smith also expire January 1st. Mrs. Johnston and Dr. Smith were elected by the alumni to membership on the Board, and their successors have consequently already been elected by vote of the alumni, and will be reported for the first time, according to custom, at the meeting of the Board. The successors of Dr. Bradley, Mr. Barber, Mr. Starr, and General Shurtleff should be elected at this meeting.

Faculty.

From the College Faculty, Dr. Walter Dennison resigned the Chair of Latin and Roman Archaeology to become the successor of Professor Rolfe at Michigan University. Mr. J. R. Miller,

Assistant in Physics, and Miss I. S. Smith, Assistant in the Botanical Laboratory, resigned their positions to undertake further study in their chosen fields.

In the Academy, Mr. W. E. Mosher, Tutor in German, resigned to take up study abroad.

In the Conservatory, Mr. Thomas Henderson and Mr. L. D. Mosher resigned their positions, the one to continue his studies in Europe, and the other to undertake teaching elsewhere.

No resignations or changes among the Trustees or Faculty have been necessitated this year by ill-health. The present ill-health of Mr. Dan P. Eells is the only long-continued or serious illness in the ranks of the Trustees.

ABSENCE ON LEAVE.

The beginning of the year 1901-02 saw Professor Albert A. Wright once more in charge of his regular work. The leave of absence extending over something more than a year, granted him by the Trustees, had happily proved sufficient to restore to him a good degree of his former health. All interested in Oberlin rejoice in this outcome, that gives Professor Wright back to his classes in zoology and geology.

Dr. Leonard returned at the beginning of the college year from his year's study in Sweden and Germany. There is no doubt of the gain to the department of Physical Training on account of this further study on the part of Dr. Leonard. His appointment as associate editor of *The American Physical Education Review*, in charge of the department of the History and German Literature of Physical Training, and his appointment as special lecturer upon the History of Physical Training at the Harvard Summer School this year, are evidence of his recognized rank in this field.

Dr. Hanna returned at the beginning of the year from the two years' leave of absence granted her by the Trustees. Dr. Hanna gave the two years chiefly to additional study at Cornell University, and came back with fresh enthusiasm to her impor-

tant work here. Her place was admirably filled in her absence by her friend, Dr. Alice B. Foster.

There was only one instructor absent on leave during the year covered by this report, Professor John R. Wightman, of the Chair of Romance Languages. The year gave Professor Wightman opportunity to finish his text of Victor Hugo's *Notre-Dame de Paris*, as well as for further study and travel abroad, that cannot fail to be of value, especially in his courses in Italian and Spanish.

For the year upon which we have now entered, the only absence on leave is that of the Instructor in Drawing and Painting, Miss Eva M. Oakes. But for the year following, probably more than one such leave of absence will need to be arranged for. The wisdom of giving teachers, so far as possible, occasional opportunities for further study can hardly be questioned. It is the cheapest and surest way of keeping a body of instructors capable of their very best work.

APPOINTMENTS.

The complete list of all appointments, falling within the year covered by the report, follows:

Confirmed at the Annual Meeting November 20, 1901.

(For the year 1901-02.)

Seeley Kelley Tompkins, as Tutor in Declamation in the Academy, for one year; new appointment.

Edward Ernest Braithwaite, as acting Professor of Hebrew in the Theological Seminary, for one year; temporary appointment.

Confirmed at the Semi-Annual Meeting, June 23, 1902.

(For the year 1902-03.)

Charles W. Morrison, as Director of the Oberlin Conservatory of Music.

Charles H. A. Wager, to the permanent position of Professor of English.

Ernest L. Bogart, to the permanent professorship of Economics and Sociology.

William K. Breckenridge, as Professor of Pianoforte in the Oberlin Conservatory of Music.

Arthur E. Heacox, as Professor of Harmony and Counterpoint in the Oberlin Conservatory of Music.

Julius A. Bewer, as Professor of the Old Testament Language and Literature in the Theological Seminary, for two years; new appointment.

Mary E. Barrows, as Instructor in English, for one year; reappointment.

E. Louise Brownback, as Instructor in English in Oberlin Academy, permanent appointment; reappointment.

Herbert Harroun, as Instructor in Singing, in the Oberlin Conservatory of Music; new appointment.

Charles H. Adams, as Instructor in Singing in the Oberlin Conservatory of Music; new appointment.

Mrs. Margaret J. Adams, as Instructor in Singing in the Oberlin Conservatory of Music; new appointment.

Johann F. Lehmann, as Instructor in Theory in the Oberlin Conservatory of Music; new appointment.

Mrs. Alice M. Swing, as Tutor in German in Oberlin Academy, for one year, partial work, and to teach German in Oberlin College for one year, partial work; reappointment.

Wilfred H. Sherk, as Tutor in Mathematics in Oberlin Academy, for one year; reappointment.

Edwin Fauver, as Tutor in History in Oberlin Academy, for one year, partial work; reappointment.

Edgar Fauver, as Tutor in Greek in Oberlin Academy, for one year; reappointment.

Earl F. Adams, as Tutor in Physics in Oberlin Academy, for one year; reappointment.

Seeley K. Tompkins, as Tutor in Declamation in Oberlin Academy, for one year; reappointment.

Alice McDaniels, as Tutor in German in Oberlin Academy, for one year; new appointment.

Charles S. Pendleton, as Assistant in English in the Oberlin Conservatory of Music; reappointment.

Inez F. Stebbins, as Assistant in the Botanical Laboratory, for one year; new appointment.

Miss Theodosia Currier, as Assistant Dean of the Women's Department, for one year; reappointment.

Miss Lila J. Wickwire, as Assistant in the Women's Gymnasium, for one year, reappointment.

The following persons as teachers in the Men's Gymnasium for one year, partial work:

Edwin Fauver.

Edgar Fauver.

Earl F. Adams.

Seeley K. Tompkins.

Miss Caroline Sowers, as Instructor in Drawing and Painting, for one year.

By the Prudential Committee July 28, 1902.

Charles N. Cole, as Associate Professor of the Latin Language and Literature, for two years, with a view to permanence, and with the understanding that if at the end of two years the appointment be made permanent, he be given the full professorship.

By the Prudential Committee September 30, 1902.

James J. Jewett, as Assistant in the Physical Laboratory, for one year; new appointment.

W. H. Chapin, to assist in the Chemical Laboratory two hours a day, partial work; new appointment.

From this list it will be seen that Dr. Burroughs's work was carried during the year by Mr. Braithwaite. Mr. Braithwaite's appointment was for but one year, but his work deserved and secured the hearty approval of his pupils and of the Faculty. He is now completing his study for the doctorate at Harvard University.

Dr. Bewer succeeds Mr. Braithwaite in the Old Testament Chair. Dr. Bewer is a native of Germany, and a graduate of the Royal Gymnasium at Düsseldorf of the year 1895. He came to America the same year, and graduated from Union Theological Seminary in 1898, pursuing at the same time and during 1898-99 graduate work in Columbia University. The years 1899-1901 he spent as prize-fellow of Union Seminary in further study abroad at the Universities of Basel, Halle, and Berlin. He received his Ph. D. from Columbia in 1900. He has already shown distinguished ability in original research in Semitic lines, as his contributions to *The American Journal of Theology* and *The American Journal of Semitic Language and Literature*, and other publications show.

From the death of Professor Rice until the meeting of the

Trustees in June, the affairs of the Conservatory were conducted by an executive committee, consisting of Professor Charles W. Morrison, chairman, Professor H. H. Carter, and Professor L. C. Wattles. By your vote at the last meeting, and with the hearty approval of his colleagues in the Faculty, Professor Morrison now succeeds to the full work of Professor Rice as Director of the Conservatory.

The list of appointments also show three well-deserved permanent appointments—those of Professor Wager, Professor Bogart, and Miss Brownback; and the promotion, upon the hearty recommendation of the Conservatory Council, of two more teachers in the Conservatory to full Professorships—Mr. Breckenridge and Mr. Heacox.

The vacancy in the Chair of Latin, caused by the resignation of Dr. Walter Dennison, has been filled by the appointment of Dr. Charles N. Cole. Dr. Cole comes to us from his teaching at Cornell University with the highest endorsement of the head of the Latin Department, and of his colleagues in the department. He graduated from Illinois Wesleyan University in the year 1894. He then served one year as a high school principal, when he was called to an instructorship in Greek and Latin in the Preparatory Department of the University of Illinois. This position he filled with high credit for two years, and during the same period took his Master's degree from the University of Illinois. He then resigned to study for his Ph. D. at Harvard University. In 1899 he was elected to an instructorship in Latin at Cornell University, and held that position when called to Oberlin. He continued his graduate work at Cornell, and took his doctorate at Harvard in 1901.

Four new appointments, it will be noticed, are also made in the Conservatory, including three in singing. These are intended to fill the vacancies caused by the resignation of Mr. Thomas Henderson and Mr. L. D. Mosher, and to provide as well for some additional work.

Miss Sowers takes the work of Miss Eva M. Oakes during

Miss Oakes's leave of absence, voted by the Trustees at their last meeting.

The appointments of Miss McDaniels, Mr. J. J. Jewett, and Miss Stebbins, do not indicate any expansion in the teaching force, but are to fill the vacancies caused by the resignations, already mentioned, of Mr. W. E. Mosher, of Mr. J. R. Miller, and of Miss I. S. Smith, respectively.

MATERIAL EQUIPMENT.

The year covered by this report has been notable not only for the severe losses by death, but also for a remarkable increase in the material resources of the college.

The Half-Million Endowment Fund.

To this year belongs, in the first place, the completion of the Half Million Endowment Fund. The completion of this fund has meant so much to the College, that I have asked Professor Root, who was so efficient as chairman of the general committee in special charge of the completing canvass, to give an account of the movement from the beginning:

"Hon. John G. W. Cowles, who, for more than 25 years, had been an active Trustee of the College, submitted, under date of November 26th, 1901, a very full and exact statement of the financial condition of the college for the consideration of Mr. Rockefeller. On the 11th of January, 1902, Mr. John D. Rockefeller, Jr., replied, offering in behalf of his father the sum of \$200,000, provided \$300,000 additional should be raised for endowment purposes by January 1st, 1902. Mr. Cowles's statement to Mr. Rockefeller, and Mr. Rockefeller's reply are important documents, and may be found in Appendix I. They indicate the precise conditions under which the canvass was undertaken. Mr. Rockefeller's offer was received with great enthusiasm by all friends of the college. At the annual meeting of the Board of Trustees held in Oberlin March 6th, 1902, the following action was taken by the Board:

"Resolved, that this Board desires to express its high appreciation of the generous offer of Mr. John D. Rockefeller, conveyed to it through Mr. J. G. W. Cowles, and to put on record its pleasure at the interest which Mr. Rockefeller has again in this way manifested in the cause of Christian education, and to tender him its cordial thanks for his magnificent offer."

A special committee was appointed to cooperate with the President in securing the funds necessary to meet Mr. Rockefeller's conditions. This committee consisted of Messrs. Warner, Cravath, Ford, Johnson and Metcalf.

At the semi-annual meeting on the 17th of June, 1901, it was also voted to empower the President, in connection with the Prudential Committee, to employ financial assistants in raising the endowment fund necessary to meet Mr. Rockefeller's conditional offer. Through the work of this committee, and through the work of President Barrows, and especially Mr. Severance's generous gift of \$40,000 for the endowment of the chair of chemistry, large results were secured. So that when the Board of Trustees met on the 20th of November, 1901, a little less than \$96,000 remained to be raised. At that meeting it was decided to create a general committee which should have charge of the work for the remainder of the campaign, should organize committees in all the principal cities where Oberlin men were to be found, and should see that each committee was kept informed as to the progress of the work. This general committee was made up as follows: A. S. Root, chairman, J. R. Severance, and George M. Jones. Mr. Root and Mrs. Johnston were requested to drop their work as teachers and to give their entire time until January 1st to the raising of the remaining sum. Committees were appointed for Oberlin, Chicago, Boston, Cleveland, New York, Elyria, Cincinnati, Buffalo, Kansas City, Minneapolis, and various other points. The plan of work adopted by the central committee was to give each week a statement of all sums received during the preceding week, and send this to all the members of the committees, together with personal letters urging them to activity. In addition, the

chairman of the committee, whenever the failure to respond indicated that at any point the plan was not working successfully, was to go to that point and make sure that there was no delay in pushing the work. In order that he might be free to do this, Mr. Luther D. Harkness was secured to assist him, and rendered most valuable service. The results proved the plan to be fairly successful. At the end of the first week the general committee was able to report the receipt of \$3,200; the second week brought in \$9,760; the third week, \$10,013; the fourth week, \$6,000; the fifth week, \$28,000; the sixth and last week, the remainder necessary to secure the gift. It would be impossible here to attempt to name the persons to whom this happy result was due. The greater part of the work was done by President Barrows and members of the Board of Trustees; and the services rendered by Mrs. Johnston and Mr. Jones contributed largely to the result. But in all the cities where committees were appointed, many others gave freely of their time and strength, and thus contributed to the result which made all hearts glad. At 5:30 on the afternoon of December 31st, while the Trustees were in session in Cleveland, the last sum necessary to complete the amount was pledged, and the work of meeting Mr. Rockefeller's first condition was completed.

At that meeting of the Board of Trustees, it was voted that Mr. Root be released from his regular duties for six months more, and that Mr. Jones be relieved of his work so far as possible, and that Mr. Root and Mr. Jones continue the work of securing new subscriptions and collecting the pledges already made. By the terms of Mr. Rockefeller's gift, all payments which he was to make should be called for by commencement day, 1902; and all payments were to be made *pro rata* with payments made by all other subscribers. It was therefore necessary to collect before commencement, 1902, all the sums which had been pledged. A careful list of all subscriptions made was prepared in January, and through Mr. Cowles was submitted to Mr. Rockefeller and approved by him. As soon as his approval was re-

ceived, the work of collecting was commenced, and was pushed steadily up to the meeting of the Board of Trustees, June 23rd, 1902. At that meeting the committee was able to announce that the entire \$300,000 raised by the college had been paid in, either in cash or in approved securities, and Mr. Cowles was enabled on that date to notify Mr. Rockefeller that in this respect also the conditions of his offer had been met. In a few days the amount remaining to be paid by Mr. Rockefeller was sent in, and the entire Half Million was added to the resources of the college."

The table already given, showing the financial gains during President Barrows's administration, and the regular report of the Treasurer show the exact present situation of the college, but still might give a wrong impression of the immediate gains in work made possible by the increase in the endowment. The large annual deficits of recent years, and the fact that some of these have accumulated makes possible little immediate advance. The following figures show the facts concerning the deficits of recent years.

<i>Deficits of Recent Years.</i>		
1897-98.....	\$1,461.21	
1898-99.....	5,046.52	
1899-1900.....	14,451.85	
Total deficit, August 31, 1900.....	\$23,959.59	
Met by profits of real estate		\$5,924.59
and special gifts for deficits		17,035.00
		\$23,959.59
1900-01.....	\$10,030.09	
1901-02.....	8,414.68	
		\$18,444.77
Less amount remaining from general fund	142.90	
Total deficit, still unmet.....	\$18,301.87	

Facing the entire financial situation, in view of the careful "Memorandum concerning College Finances" presented by the Prudential Committee, the Invesment Committee, it will be remembered, reported to the Trustees at their last meeting the following recommendations, which were adopted:

1. That, from the income of the real estate in Oberlin now carried on the Treasurer's books as investments, but held for ultimate college uses, four per cent. be credited to Investment Income account, and the balance be used to charge off the principal sums pro rata.

This now includes properties known as the Squires, Searles, Lincoln, Johnson, Hale, Powers, the lots back of the Gymnasium, and the advances to Talcott Hall and Baldwin Cottage, aggregating \$63,227.34.

2. That ten (10) per cent. of the cost of the furniture of the **Park** hotel be charged each year to the income from the Straus Block.

3. That any surplus of income over expenses in the accounts of university, college, seminary, and academy, combined as usual, be applied to the liquidation of the past accumulated deficits.

From these recommendations it will be seen at once that no considerable addition to expenses can be incurred at present.

Severance Laboratory and Warner Gymnasium.

To this year belongs also the first full use of the Severance Chemical Laboratory, and the completion and use of Warner Gymnasium. Both buildings were fittingly referred to by President Barrows in the report of last year, and their actual use this year has more than justified all expectations, as the reports of Professor Jewett and Dr. Leonard will clearly show. It is difficult to exaggerate the improvement in the opportunities offered in these two departments by the addition of these splendid buildings.

The Martyrs' Memorial.

Into this year, too, has come the carrying out of the plans for the Martyrs' Memorial, also mentioned in President Barrows's last report. While the Memorial is still building, the making of all plans for it has really fallen within the year covered by this report. It is understood that the chief donor is Mr. D. Willis James, the former Vice-President of the American Board. In accordance with his own desire, some four hundred other subscribers have been enlisted, to give many opportunity to share in this work of honor and love; these subscriptions—not intended to be large—have come chiefly from the Faculty, students and

citizens of Oberlin. But the Memorial must always stand as almost wholly the gift of Mr. James. The offer to be responsible for the erection of such a Memorial was made to the Prudential Committee of the American Board, and, because so large a number of the martyrs of the American Board in China were from Oberlin, it was decided that the proper place of erection of the Memorial would be upon the college campus here. A committee consisting of the donor, of Dr. Judson Smith and Mr. G. Henry Whitcomb, of the Prudential Committee of the American Board, and of President Barrows and Treasurer Severance, was appointed for the selection of plans and for the determination of the more exact location of the Memorial. After the death of President Barrows, Professor Bosworth was associated with the committee. To this committee has been also committed the choice of the inscriptions to be placed upon the Memorial. The corner-stone was laid with appropriate ceremonies on Thursday, October 16th, 1902, in connection with the meeting at Oberlin of the American Board. Addresses were made by Dr. Judson Smith and Professor Bosworth, and prayer was offered by President Dan F. Bradley. The corner-stone was laid by Mr. G. Henry Whitcomb, on behalf of the donor, Mr. D. Willis James, who was not able to be present. This noble Memorial can hardly fail to be to coming generations of students a singular source of inspiration to the best things.

It may appropriately be mentioned in this connection that tablets commemorating those of the martyred dead who were formerly members of the churches here, have been placed in the First and Second churches.

Living Endowment Union.

The report of the assistant secretary of The Living Endowment Union, made within a few days, contains the following financial statement:

Since the organization of the Union, there have been received 134 subscriptions, the annual payments on which	
aggregate	\$932.50
There have been received by the College Treasurer cash	
payments on account of above subscription amounting to \$	1,209.00

This statement indicates the actual results so far from this movement. But in order to rightly judge of the final value of the Union, a paragraph from the assistant secretary's report made to the Trustees in June, should be kept in mind. In that report Mr. Harkness says: "The work of the Union has been greatly hampered from the outset, first, by the Reunion Fund canvass, which immediately preceded its organization, and second, by the recent Half-Million Fund canvass, during the progress of which the solicitation of subscriptions to the Union was entirely discontinued, except among members of the Class of 1901." The Trustees expressed their judgment at the last meeting, that The Living Endowment Union should be kept up; and there seems every reason to expect that the returns from it may largely increase, at least after the subscriptions to the other two funds named have been completed. Considering the circumstances under which the Union has had to operate, the results cannot be regarded as discouraging. A special effort has been made to interest the graduates of recent classes. And the recent bulletin, containing the entire list of the Union, and explaining the purpose and working plan of the Union, has been sent, by vote of the Prudential Committee, to all alumni. This bulletin was made to include a considerable amount of interesting alumni news, which it was thought would add to the attractiveness of the bulletin and be more likely to secure its reading.

Other Gifts.

In addition to the considerable material gains already indicated, a number of other gifts have come to the college during the year 1901-02. One of the most interesting and important of these gifts is that of the bust of Scipio Africanus presented to the college by Mrs. Joseph Cook. Mrs. Cook's letter conferring the gift states the main facts about the bust, and should find record in this annual report. The letter follows:

In the name of Joseph Cook, his widow desires to present to Oberlin College the antique bust of Scipio Africanus, the conqueror of Hannibal, and grandfather of the Gracchi. This bust was brought to Dr.

Cook's notice when he was in Rome in 1881, by Mr. Forbes, the English archaeologist. It had been recently dug up from that prolific historic soil, and its authenticity and value were vouched for by W. W. Story, the sculptor, to whom Dr. Cook submitted it before purchasing. The scar on the forehead, which he received in his combat with Hannibal, appears on all the busts of Scipio. The bust probably dates back to a period before Christ. The tip of the nose and a portion of the neck are restorations. All the rest is true antique.

In recognition of the cosmopolitan interests of President John Henry Barrows, in memory of lectures given in past years at Oberlin by Dr. Cook, and because the college stands for much that was dear to him, Mrs. Cook hopes that the bust of this noble Roman will be welcomed at Oberlin, and will find a permanent abiding place there.

The bust was formally presented, and received with appropriate ceremonies at the College Library on the morning of the last commencement day. President Barrows had already indicated to Mrs. Cook, before his death, his gratitude for the gift. The hearty thanks of the College are certainly due to Mrs. Cook for this exceedingly valuable gift.

The college also received at commencement time the painted portrait of Rev. Henry Everard Peck, associate professor of Intellectual and Moral Philosophy from 1852 to 1865. The portrait was the gift of Mrs. Rose Prunty Firestone, of the class of 1857, and was presented in her name by General Shurtleff and Mrs. Johnston, who recalled the high character of Professor Peck and the valuable service rendered by him in all his connection with the College.

The gift of the large photograph of President Barrows by the Class of 1902, has already been mentioned.

The reports of the Librarian, and of Professor Albert A. Wright and Professor Grover, indicate that considerable gifts have also been made to the library, to the museum, and to the herbarium. It should be noticed that Professor Root's report indicates that the largest addition to the library ever made in one year, has been received during the year just passed, the largest single gift of volumes coming from the library of the late Professor Joseph Henry Thayer of Harvard University.

It is gratifying to notice—what Professor Grover brings out—that the herbarium has become so extensive as to be able to furnish valuable material for scholars making original researches.

The equipment of Oberlin for outdoor athletics has greatly improved within two years. A new foot ball field has been thoroughly equipped at an expense of about \$2,700. Mr. James B. Dill, of New York, has made gifts aggregating \$2,200 for this purpose, and the foot ball field bears his name. The capacity of Dill Field has been taxed twice during this fall, and the attendance has been greatly stimulated by the improved facilities.

The Athletic Association last year closed the season with good financial showing. The debt of the Association at the beginning of the year was \$946.93. The operations of the football season of 1901 showed a profit of \$115.17; of the base ball season, \$321.76; of the track season, \$14.21. These profits from the various departments of athletic sport, together with Mr. Dill's gifts during the year, amounting to \$500, reduced the net debt at the end of the year to \$68.16.

It is the plan of the officers of the Athletic Association, as soon as the finances will warrant, to erect additional seats at Dill Field and to complete the fence around Athletic Park.

Other Material Gains.

The report of Mr. Doolittle, superintendent of buildings and grounds, is formally presented to the Trustees for the first time. The report gives a very valuable summary of the amount of miscellaneous property in Oberlin held by the College, and of the main improvements made during the year. The list of properties alone, indicates how great was the need of a superintendent of buildings and grounds. It will be noticed that the most extensive changes made have been those in the Chapel, in French Hall, and in Keep Home. It is hoped that the changes now made in the heating arrangements in the College Chapel will make it possible to keep the building at a comfortable temperature. The changes in French Hall have been made in accordance with the recommenda-

tion of the committee of the Trustees on the Academy, and, as the Principal of the Academy indicates, have greatly improved the accommodations of the Academy in this building.

The tearing down of Cabinet Hall not only removes a building in itself unsightly, but also opens up in a very gratifying way the view of the three surrounding buildings, Warner Hall, Warner Gymnasium, and Peters Hall.

To this year belongs the paving of West College street, Elm street, and North and South Professor streets. The share of the College in this paving amounts to \$12,648, to be paid in annual installments of \$1,054, for 12 years, beginning 1902-03. The tax upon the College resources for this improvement is considerable; but the College has always taken the position that, while it should not force improvements upon citizens, it should not, on the other hand, stand in the way of improvements sought by the citizens, and has therefore heartily undertaken its share in this recent paving.

There may be appropriately recognized just here the very hearty and extensive help rendered by citizens in the Half-Million Endowment. The constant debt, too, of the College to public-spirited citizens should not be forgotten. The work of the Board of Commerce in suggesting very many material improvements in the town, has been a service, not only to the community, but in a scarcely less degree to the College that has its home in the community.

To the record of this year also belongs the opening of the electric railway from Oberlin to Norwalk. This ought to put the College into more direct communication with a number of communities, from which students will naturally come to it increasingly in the coming years. The electric connection with Wellington has been of undoubted value to the College. There is promise soon of a half-hour service on the electric railway from Oberlin to Cleveland, which will be of service to the College, probably mainly in making it more convenient for students to come to us from Elyria.

Relation to Secondary Schools.

It is manifestly in the interest of both the colleges and the secondary schools that the relation between them should be the closest possible. But it has been felt increasingly by all colleges, that the labor of a personal examination of all the natural feeders of a college could not well be undertaken by any single institution, but would be more satisfactorily and economically done through an association of colleges. It was in accordance with this conviction that the North Central Association of Colleges and Secondary Schools, of which Oberlin is a charter member, at its meeting March 29 and 30, 1901, in Chicago, voted to form a permanent commission, to be called *The Commission on Accredited Schools*. It was made the duty of this Commission "to define and describe unit courses of study in the various subjects of the high school program, taking for the point of departure the recommendations of the National Committee of Thirteen; to serve as a standing committee on uniformity of admission requirements for the colleges and universities of this Association; to take steps to secure uniformity in the standards and methods, and economy of labor and expense, in the work of high school inspection; to prepare a list of high schools within the territory of this Association which are entitled to the accredited relationship; and to formulate and report methods and standards for the assignment of college credit for good high school work done in advance of the college entrance requirement." It was also voted by the Association "that the expenses necessarily attendant upon the work of this Commission should be assumed by the colleges represented on it, in proportion to the membership of their Freshman classes." It seemed clear to the Faculty that Oberlin could not afford to be left out of the work of this Commission, and the Dean was appointed Oberlin's representative on the Commission. The Commission held a preliminary meeting in Chicago, and a later meeting, just before the meeting of the Association itself, in Cleveland in March, 1902. At this meeting the Commission made

quite a detailed report, and was able to define and describe unit courses of study covering most of the natural secondary school programme, in line with the recommendations of the National Committee of Thirteen, and with similar definitions already made by the New England Commission, and by the College Entrance Examination Board of New York. Progress was also made in the preparation of a list of secondary schools, from which all the colleges in the Association might intelligently receive pupils. The progress made at this meeting of the Association upon this very difficult problem, was thus very gratifying, and promises much relief to individual colleges, and far better general results. There will be difficulty, no doubt, in some details, but the commission is sufficiently large and representative to make certain that much will be accomplished in the way of intelligent co-operation in this whole problem of the relation of colleges and secondary schools.

Partly on account of this co-operative plan, partly because of the expense, and partly because there was no one whom it seemed possible well to spare from the work here, no *visitor to high schools* has been sent out from the College this year.

It may be doubted whether the possibilities of the *Summer School* as an agency for putting us into direct relations with the public schools, have been at all adequately realized. The suggestion of Professor Martin, the Principal of the Summer School, that several courses appealing directly to teachers should be added to the courses in the Summer School, and that the support of these courses for the first two or three years be guaranteed, is, in all probability, financially wise. A comparatively small outlay here would be likely to bring finally very considerable returns in increasing the number of students in the College department, as well as in putting us at once into closer and more cordial relations with the secondary schools themselves.

It will be noticed from the Secretary's report, that the decision to publish *two editions of the catalogue*—one in January and one in May—was also determined by the need of making an earlier appeal to pupils in the high schools.

Inter-Seminary Conference.

A problem precisely similar to that of the Commission on Accredited Schools, it was found, had to be faced by the Congregational seminaries, in their recent conference here in Oberlin in connection with the meeting of the American Board. This was the fourth annual conference of the Congregational seminaries, and, like its predecessors, amply justified itself. The special point which concerns us here is, that the seminaries feel that they could not wisely, nor with dignity, enter into a competitive struggle for students from the colleges; but that it would be much wiser for them to form some co-operative plan of action, which would make it certain that representatives of the seminaries, acting on behalf of the entire body of seminaries, should visit all their natural feeders among the colleges, earnestly presenting the claims of the Christian ministry, and prepared to give information concerning the work of any of the seminaries. Plans were made for the early taking up of this co-operative work, and it would seem as if not only the individual seminaries, but the entire work of the ministry, might gain from such a co-operative plan, intelligently and persistently carried out.

Work of College for the Community.

The College undertakes a good deal of what might be called university extension work, at least for its own community. The important lectures brought in during the year, in connection with the college, constitute such a service. These include, for the past year, among others: "Development of Chemical Laboratories," by President Ira B. Remsen, of Johns Hopkins Univ., at the dedication of the Severance Chemical Laboratory; "Idealism in American Life," by Mr. Hamilton W. Mabie; "Our Nation, America," by Senator J. P. Dolliver; "The Chivalry of the Gospel Ministry," by President D. F. Bradley, at the Commencement Exercises of the Theological Seminary; and "The Spiritual Value of Culture," by Rev. S. P. Cadman, D. D., Commencement Address at the Sixty-Ninth Annual Commencement of Oberlin.

College, Wednesday, June 25, 1902. The various Bradley Auditorium lectures, which have been given in recent years by Professor G. Frederick Wright, Professor Martin, Professor Dennison, and others, have afforded no small opportunity to the community, as well as to the students. The fact that the music in the public schools is under the superintendence of one of the Conservatory teachers, and the extent to which the Kindergarten Training School is able to make use of the different college courses and instructors, are other illustrations of the larger indirect service of the College. The community is also represented in considerable numbers in the attendance upon several of the regular courses offered by the College—especially the courses in art, in history, and in English literature.

The Art Exhibition.

The most notable general service of this kind done by the College during the last year has been that rendered by the Art Exhibition. The success of this exhibition was so notable that I have asked Professor Martin to furnish an account of it for this report. It should be said that the exhibition owed its success to the intelligent and arduous work of the committee, Professors Martin, Dennison, Johnston, and St. John. It is hoped that such an exhibition may become a regular feature of the college year. Professor Martin's account follows:

"The third Art Exhibition was held in Warner Gymnasium from March 31 to April 12. There were shown about 2,000 large reproductions of ancient and modern art. The collections of the College were supplemented by loans from the Berlin Photographic Company, from A. W. Elson & Company, from Western Reserve University, and from the University of Michigan. One of the features of the exhibition was a series of ten lectures by President Barrows, Mrs. Johnston, Miss Monroe, and Professors Dennison and Martin. These were illustrated by the material afforded by the exhibition, and were largely attended, and drew audiences, in some cases, of about four hundred. An arrangement was made with the public schools by which all admission fees from teachers and pupils were given to the schools for the purchase of pictures; as a result, each school-room is richer

by one good picture. The net receipts from the Art Exhibition amounted to about \$275, and went to the departments represented. There were also added to the equipment of these departments from funds contributed by friends of the College, pictures to the amount of something over \$300. This may be regarded as one of the indirect results of the exhibition. The very considerable attendance, both of citizens and students and of visitors from out of town, was very gratifying, and seemed to indicate that the educational value of the exhibition was appreciated. Warner Gymnasium is admirably suited to the adequate display of a large number of pictures. The equipment of the College in the line of photographic reproductions, as seen in the exhibition, suggests the desirability of an Art Building. Such a structure, while not a most pressing need, would render the equipment of the College in this direction more accessible. The value of an art reference library also is not likely to be over-estimated. The beginnings of such a library we have. The presence of a building, suitable to the display of objects of art, would also tend to attract gifts of this character."

Outside Lectures.

The value to the College of a reasonable amount of work on the part of the Faculty, in the way of outside lectures and attendance upon educational meetings of one kind and another, is obvious. The College has been widely represented in this way during the past year, as will be seen from the record already given of President Barrows's work, and from the reports of Professors G. F. Wright, Bosworth, and St. John, and the Dean. Work of this kind has also been done by other members of the Faculty, who have failed to mention it in their reports; notably, by Mrs. Johnston and Dr. Luce.

Representation in Newspapers.

The arrangement with Rev. James H. Ross, by which items of interest from Oberlin College have been somewhat largely furnished to the press in different parts of the country, has been continued with good effect. Besides this, the regular news items concerning President Barrows's various addresses, and the Half-Million Endowment movement, have altogether given Oberlin a

year of such newspaper representation as it probably never before received. In connection with the recent meeting of the American Board, also, unusual attention was of course called to Oberlin and to the work of the College—and not merely in newspaper accounts. The reports of the meeting made all over the country by pastors returning from the meeting, almost invariably had some considerable references to the work of the College. And it can hardly fail to have been of value to the College that so many men of thought and influence should have had opportunity to see even a little of its work. The hearty response of the community in the entertainment of the delegates to this meeting adds one more to the numerous services of the town, not only to the cause of missions, but less directly to the College. The illustrated souvenir program of the meeting, prepared by Secretary Jones, and sent to all corporate members of the Board and to many ministers beside, could hardly fail also to prove valuable in calling attention to the work of the College. Perhaps the newspaper representation, most valuable of all to the College, is that due to important articles contributed by members of the Faculty to the Press. Such articles as those of Professor G. Frederick Wright in *McClure's Magazine*, of Professor Bosworth in *The Congregationalist*, and of Dr. Leonard in the *Physical Education Review*, may be taken as illustrations.

Advertising.

The regular advertising of all departments in common has been continued, as well as special advertising of the Seminary, the Conservatory, and the Physical Training department. The illustrated catalogue of the Conservatory of Music has no doubt been of considerable influence in securing the large attendance in that department. A similar catalogue is recommended for the Academy by the Advisory Committee on the Academy. For the first time, this year there was special advertising of the Academy separately. For a number of years the College has sent regularly catalogues, quinquennials, and annual reports to all alumni, that

the opportunity to keep well informed of the growth of the College in all respects might be afforded every alumnus. An illustrated general pamphlet of the College has also been used with good results, and this year an attractive illustrated pamphlet, indicating the special opportunities for physical training for men at Oberlin has been issued. The Oberlin Calendar, used since 1896, still continues to be a valuable means of advertising in a good many schools, as well as in many homes. Besides this, as has been already indicated, the October bulletin of the Living Endowment Union is being sent not only to members of the Union, but to all alumni. The attractive form and interesting matter of this bulletin can hardly fail to secure attention. The valuable service rendered by the College Glee Club in bringing the College to the favorable consideration of many communities, deserves special mention in this connection. The college has a right to be proud of the kind of representation which it has had in its Glee Club. But after all else is done, it must be remembered that the best advertisement of all for any college is satisfied students; and there seems, fortunately, reason to believe that Oberlin's work is, for the most part, being done so well as to secure the hearty approval of the great majority of its students, and as to lead them in turn to bring the work here to the attention of other students looking to college.

ADVISORY COMMITTEES.

A list of all the advisory committees, as originally nominated to the Board of Trustees and approved by them, appears in Appendix (III) to the report for the year. In this list, it will be seen, there are a number of vacancies on account of the resignations of several of those who were asked to serve on these advisory committees. If these committees are to be looked to for really serious work, these vacancies should be filled at this meeting. It would seem best, probably, as the plan has hardly yet gotten into running order, that those whose terms of office expire the present year should be re-elected. Only one of these committees has

made a formal report,—the Committee on the Academy. This Committee has gone with unusual thoroughness into the questions at issue, and special attention will be called to their specific recommendations later in this report.

STUDENTS.

Attendance.

The Secretary's report, with its careful tabulation of facts, shows a gratifying increase in attendance, that is in no small degree due to the careful work in correspondence on the part of the Secretary himself. No single influence, probably, has counted so much in the increase of attendance, especially in the College. It will be seen that the figures show a steady gain for four years, and that this gain is most marked in the College department, in which it is especially to be desired. That up to this fall there had been a proportionate gain in the number of men, is also noteworthy. The considerable increase in the numbers in the upper classes shows both that the College is drawing increasingly in later years upon other institutions, and that the College is better holding its own students to the end of the course. The gain this fall in the College department is particularly notable. That the College department should increase more than one-fifth in a single year would be a remarkable showing in any institution.

Health.

The reports of Dr. Luce and Dr. Hanna and Dr. Leonard show that while various minor diseases have prevailed somewhat, the general health of the students has been unusually good, and there have been few cases of serious illness. Only two deaths have occurred among the entire student body during the year—those of Miss Roxie Anne Hershey, of Akron, Ohio, from diphtheria; and of Mr. William Henry Raymond, of Berea, Ky., who was crushed in a street car accident in Cleveland. Smallpox has so prevailed in both Cleveland and Norwalk, and in some other of the surrounding towns, that it has seemed a standing marvel that Ober-

lin has been free from the disease. General vaccination has been urged upon both citizens and students, and so far Oberlin has entirely escaped the contagion; and the situation outside of Oberlin seems to have somewhat improved.

While the general health of the students has thus been good, it remains true, as is urged in the reports already referred to, that the need of a modest college hospital is very great. The facts urged in this connection by the Physical Directors and by the Dean of Women, are urgently commended to the attention of the Trustees. We cannot hope to continue in the future so fortunate in the matter of serious contagion as we have been in the past. The practice increasingly prevailing in all the best colleges indicates what our line of action must be in this matter.

Athletics.

The general situation in athletics for the year covered by the report has been very satisfactory. The hearty co-operation between the advisory board, Secretary Jones, who has acted as graduate manager, and the coaches, the Messrs. Fauver, has brought about a condition well-nigh ideal. The conduct and spirit of the men in the various teams have in general been all that could be asked, and there has been a good amount of enthusiasm in all the outdoor sports. The relations with the other colleges, also, have been for the most part entirely cordial. Reference has already been made to the improvement in the outdoor athletic equipment. The report of Dr. Hanna calls attention to a considerable increase in outdoor exercise on the part of the young women, and makes a strong plea for better provision for the young women in this respect.

Perhaps the most important achievement for the year in athletics has not been the winning of the state championship in foot-ball, which Oberlin held for 1901-02, but the bringing about of the formation of the *Inter-Collegiate Conference of Faculty Representatives for Ohio*. This matter is so important for the highest success of inter-collegiate athletics, that I have asked

Dr. St. John, who was the first mover in the matter, and who has been made chairman of the Conference, to give the history of the movement, and to state the regulations which have been agreed upon. It was high time that Ohio athletics should be lifted above any possibility of outside reproach, and we may hope that the action now taken by a number of the Ohio colleges may result in effectually removing this reproach. Attention is particularly called to the agreement with which Dr. St. John's account closes. Dr. St. John's statement follows:

The past year seemed a favorable time to make an effort to improve the athletic situation in Ohio. Owing to our geographical location between the East and the Middle West, it resulted that the Ohio institutions did not follow the lead of the eastern, nor at once join with the western ones in their efforts to guide and control intercollegiate athletics by faculty regulation; and, owing to the fact that in Ohio no single institution occupied a sufficiently commanding position to assume leadership, it came to pass that very few institutions had any athletic regulations, and there was not any common understanding, and no community of faculty interest. Last spring a suggestion was sent from Oberlin to the leading universities and colleges in Ohio, that a meeting of faculty representatives be had to consider the situation. Following this suggestion, a meeting was held at Cleveland in April, at which representatives of Case School, Oberlin College, Ohio Wesleyan University, and Western Reserve University were present. It was the consensus of opinion that the time was ripe for concerted action looking toward such uniform regulations as would remove all ground for criticism of the athletic situation in Ohio. Another meeting was called at Delaware in June, at which Kenyon College, Oberlin College, Ohio State University, and Ohio Wesleyan University were represented. It was here voted to recommend to the faculties of the six institutions represented in these two informal conferences the formation of an "Ohio Athletic Conference of Faculty Representatives."

The representatives of the six institutions met at Columbus in October and organized such a conference, and adopted the rules of the "Inter-collegiate conference of Faculty Representatives," known as the "Western Conference Rules," to go into effect not later than January 1st, 1903. The great point gained is that these six institutions will hereafter have the same regulations, the same interpretation of the regulations, and will agree in the methods of enforcing

them. These regulations differ from our old ones, mainly, in providing that a student shall engage in inter-collegiate athletics only four years, and that he shall be in residence one year before taking part in inter-collegiate games, provided he comes from another institution where he has taken part in inter-collegiate athletics. The following are the rules as adopted by the Ohio Athletic Conference:

1. No one shall participate in any inter-collegiate sport unless he be a bona fide student doing full work in a regular or special course, as defined in the curriculum of this college, and no person who has participated as a college student in any inter-collegiate game as a member of any college team and who has not afterward obtained a college academic degree, shall be permitted to participate in any game as a member of any other college team until he has become a matriculate in such college under the above conditions for a period of one year and until after the close of the succeeding season devoted to the sport in which he last participated.

2. No person shall be admitted to any inter-collegiate contest who receives any gift, remuneration, or pay for his services on the college team.

3. No student shall participate in baseball, football and track athletics upon the teams of any college or colleges for more than four years in the aggregate, and any member of a college team who plays during any part of an inter-collegiate football (or baseball) game does thereby participate in that sport for the year.

4. No student shall participate in any inter-collegiate contest who has ever used or is using his knowledge of athletics or his athletic skill for gain. No person who receives any compensation from the university for services rendered by way of regular instruction shall be allowed to play on any team.

5. No student shall play in any game under an assumed name.

6. No student shall be permitted to participate in any inter-collegiate contest who is found by the faculty to be delinquent in his studies.

7. All inter-collegiate games shall be played on grounds either owned by or under immediate control of one or both of the colleges participating in the contest, and all inter-collegiate games shall be played under student or college management, and not under the control of any corporation or association or private individual.

8. The election of managers and captains of teams in each college shall be subject to the approval of its committee on athletics.

9. College football teams shall play only with teams representing educational institutions.

10. Before every inter-collegiate contest the respective chairmen of the athletic committees of the institutions concerned shall submit to each other a certified list of the players eligible under the rules adopted to participate in said contest. It shall be the duty of the captains of the respective teams to exclude all players from the contest except those certified.

11. Athletic committees shall require each candidate for a team to represent the university in athletic contests to subscribe to a statement that he is eligible under the letter and spirit of the rules adopted.

12. No person having been a member of any college athletic team during any year and having been in attendance less than one college half-year, shall be permitted to play in any intercollegiate contest thereafter until he shall have been in attendance six consecutive calendar months.

It is hoped that through this Conference of Faculty Representatives the whole athletic situation may be improved, by removing much of the petty rivalry that has characterized inter-collegiate athletic relations, by fostering confidence in the sincerity of purpose and of action of athletic boards of control, and by replacing the student attitude of distrust and suspicion by one of mutual respect. The following agreement expresses the feeling of the Conference. "It is further agreed that the athletic committees of the institutions here represented will do all in their power, both officially and personally, to keep inter-collegiate athletics within their proper bounds, making them the incidental and not the principal features of university and inter-collegiate life. All that is dishonorable, unsportsmanlike, ungentlemanly, or unnecessarily rough, in any branch of athletics, is particularly and expressly condemned.

Discipline.

The reports of the Dean of Men and the Dean of Women both indicate that there has been little occasion for serious discipline during the college year just passed. The general tone of the student body has certainly been very wholesome, and the relations, for the most part, between students and Faculty never more cordial. The success of the house government plan, referred to by Dr. Luce, is very gratifying.

At the beginning of the year 1901-02 there was more serious conflict between the freshmen and the sophomores than seemed

to the Dean to be in any way desirable. The matter was presented to the entire body of students in chapel on one or two occasions, and some conviction produced, it is to be hoped, of the obvious tendency of such "scrapping." The Dean regards it, therefore, as one of the happiest events of the opening of this new college year, that the sophomore class, following a precedent set by an earlier Harvard class, resolved to give up the "scraping" with the freshmen, and instead, to invite them to a banquet. This overture was so received by the freshmen that it may be hoped that a different college tradition has thus been established, and that the College need not have the humiliation of seeing its students take up at this late date a folly now abandoned for the most part by the best eastern colleges.

One of the most gratifying things in the history of the College year has been the way in which, at several points, the students themselves grappled with various situations and did much to bring about a better state of affairs. Perhaps the best illustration of this voluntary action on the part of the students was the indignation meeting held over interference with memorials left by previous classes. It is probably safe to say that any such marring of class memorials is not likely soon to occur again.

The year past seemed to show some indication of a lack of complete understanding of the attitude of the Faculty concerning certain regulations, especially that regarding tobacco; and the Dean of the College undertook, therefore, to meet individually every man entering College at the beginning of the present year, that there might be the fullest and frankest understanding of the exact situation before the student entered. The students met this frank advance with equally manly frankness, and a real gain in loyalty seems to have been registered.

Professor Rice's plan to have a Dean who could give special personal attention to the young women of the Conservatory, has been amply justified by the success of Mrs. Woodford's work for the young women of that department. She assumes no immediate responsibility for discipline; that is still in the hands of

the Dean of Women; but she is able to do a most valuable service in many other ways.

New Admission Requirements.

The exhaustive summary of results concerning the new admission requirements, presented in the Secretary's report, shows that the new requirements are bringing just the gain which was reasonably looked for. The requirement for admission to College remains sufficiently high, and the quality of it, in certain respects, may be said to have been improved. But the new requirements do prove to be sufficiently flexible to accommodate a far larger number of schools and individual candidates. This is a great gain, and goes far toward a reasonable adjustment of the vexed relations between the College and secondary schools.

Freshman Electives.

The very full statement which the Secretary of the College has also made regarding the way in which the freshmen have chosen among the groups of studies offered them, will prove a valuable aid to the teachers in testing the actual working of the new system, and also shows that the elections made by the Freshmen have, for the most part, been sensible. The proportion of distinctly poor choices made is very small in the aggregate. So far as the experiment has yet proceeded, it would seem entirely safe, then, to leave still open to the Freshmen the amount of election allowed by this choice between groups of studies.

Scholarship.

In general, the last few years seem to have shown a real gain in scholarship on the part of the great body of the students. Most Oberlin students have always been reasonably faithful in their work; yet, for some time, it has been felt that the lower fourth of the class has not been looked after as sharply as was

desirable, and on this account a new *Committee on Failure in Scholarship* was appointed, of which Dr. St. John was made chairman. We certainly fail in one of the most important parts of our work, if we do not give reasonable diligence to bringing about the best possible work on the part of all our students. The methods followed by this committee on failure in scholarship have therefore seemed to me to be of sufficient importance to warrant their being embodied in this report. I append, therefore, the report of the chairman of the committee:

"I submit to you the general working plan of the "Committee on Failure in Scholarship," which the Faculty created two years ago, and to which it gave the general oversight and control of such delinquencies. The committee has been working its way toward the solution of the problems involved, and reports the following as its general plan of work: At the opening of college, students whose scholarship proved unsatisfactory during the preceding year are passed upon by this committee, and are required to have a conference with the chairman before they register for the year. Such students are warned, allowed to undertake but a limited amount of work, or are admitted on scholarship probation, according to the gravity of the case in the judgment of the committee. Six weeks after the opening of the semester, a list of students on the books of the committee is sent to each teacher, with the request that he report upon the scholarship of those on the list and add the names of other students doing unsatisfactory work. These reports form the basis of the committee's further action relative to those already on its lists, and add new names, particularly of those entering college for the first time. These last cases are considered with especial care, and an endeavor made to determine whether the failure is due to deficient preparation, lack of ability, too much work, the change from high school to college methods of teaching and study, or lack of application. The action of the committee in each case is determined by their judgment on these points; but no extreme action is taken without a conference with the student and an honest effort to understand the situation.

One general result is that the lower fourth of each Freshman class early learns that such a committee exists, and the effect is thought to be conducive to a higher sense of scholarship through their college course.

The examination reports at the end of the first semester are the

basis of the committee's action at the opening of the second semester, and in the main, this work of the committee is a duplicate of that of the first semester.

The committee under the Faculty derives the authority for its action in the various cases that arise, from the following paragraphs in "College Legislation," to which it often calls the attention of students, and to which it has frequent recourse:

"Section 3.

11. If a student fails in scholarship during any term, the Faculty reserve the right to reduce such student's work.

12. If a student, by continued failure, shows inability to carry on his college work advantageously, the Faculty may sever such a student's connection with the Institution."

Graduate Scholarships.

Two years ago, on recommendation of the Faculty, eight *graduate scholarships* were established, yielding free tuition (\$75). The plan has worked well; the offer of the scholarships has proved a stimulus to study, and the presence of these graduate students has furnished an element in the college life valuable in many ways. The suggestion, made by Dr. Luce in her report, of the endowing of a special Oberlin Scholarship might help still more in the same direction. This fall six of the graduate scholarships are being used, as follows:

Mr. E. C. Roberts, '02, Mathematics and Physics.

Mr. H. C. Tracy, '02, Biological Science.

Miss Lena B. Tomson, '97, Latin and Greek.

Miss Mabel Z. Wright, '02, Latin and Greek.

Miss F. A. Crocker, '02, Philosophy.

Mrs. H. P. Sawyer, '90, Library Methods.

The number of Oberlin graduates enrolled in the Graduate School of Harvard University continues large. During 1900-01 there were nine Oberlin students so enrolled, a number exceeded by only two other institutions—Brown University (eleven), and Amherst College (ten). The almost uniformly high record made by Oberlin students at Harvard for years past has been very gratifying and bears witness to the value of their previous training.

Oberlin has always prided itself on the many-sidedness of the education which it afforded; and it has, consequently, always held that it had a certain duty to fulfil in the social training of its students. The Women's Board have given a good deal of attention during the year to the problem of the social life of the students, and with the beginning of the present college year, have made, in consequence, two recommendations to the General Faculty, which have been adopted by them on trial for the present year. The recommendations involved, in the first place, an attempt to concentrate all social occasions so far as possible upon a single evening of the week. Saturday evening was chosen, because this was the evening that was evidently really freest for the student, as there is no work to be prepared for the following day, or for early Monday morning. To make this possible, it was decided to change the choir-meetings to Friday evening, and to try to hold that evening as free as might be from other interruptions. It is hoped that this setting aside of Saturday evening for social affairs may help to clear the rest of the week of such occasions. At the same time, the plan of the Women's Board provides for the permission to have such larger gatherings, as the reception by the seniors to the freshmen, the reception of the men's literary societies to the women, class parties, etc., held until 9:00 o'clock, in order that these occasions may really better meet the actual ends for which they are intended, and furnish a better social training for the students involved. There is no change in the calling hours on Saturday evening, and no general permission for extension of time; permission for these larger individual gatherings will be obtained from the Dean of Women, as hitherto. It was thought worth while to make a fair trial of the plan for the present college year, and to see at the end of the trial, whether it seemed best to continue the arrangement.

Religious Life.

The religious life of the College seems to me to be, on the whole, genuine, wholesome, and really controlling. As compared with former years, the forms of expression have doubtless somewhat changed, but the reality certainly abides. Doubtless it is not as easy now as formerly for most students to speak freely of their inner experiences; but the occasional expression which comes out in such special times as the great general meeting of the entire College on the day of prayer for colleges, shows as true a surrender to the ethical will of God in the life, and as real a sense of the value of the supreme revelation of God in Christ, as probably any earlier years in the history of the College would show. There is usually a gratifying absence of cant and of all unreality, and a correspondingly greater emphasis on life and on loyalty to the known truth. The Bible courses in College and Academy, as well as the Sunday Bible classes, and the class prayer-meetings, which are still led by members of the Faculty, are undoubtedly doing much to furnish a sound basis for the religious life of the students.

The students themselves, in line with the development of the work of the Y. M. C. A. and Y. W. C. A. in Colleges generally, have undertaken much in the direction of religious work. Both the Y. M. C. A. and the Y. W. C. A. have well-organized associations, and are carrying on work along all the ordinary lines. *Bible classes* have been organized by them, covering the entire cycle of the very carefully planned Y. M. C. A. courses for colleges classes. The books for two years of this cycle have been prepared by our own Professor Bosworth, namely, the course intended for sophomores, "*Studies in the Acts and Epistles*," and that intended for seniors, "*Studies in the Teaching of Jesus and the Apostles*." A Mission Study class has also been formed. Such careful Bible and mission study cannot fail to make broader and more intelligent men and women. The regular Sunday evening meeting of the young men has been so largely attended this fall that they have been obliged to move

from the chapel of Council Hall to the College chapel. The work of both associations, also, at the beginning of the year, in helping new students to find rooms and boarding places, and to find opportunities for self help where such are needed, has been most valuable. The receptions, too, given by the associations at the beginning of the fall term have been among the pleasantest social occasions of the year. Beginning last year, the Young Men's Christian Association has employed *a secretary*, Mr. W. M. Owen, of the Class of 1901. Mr. Owen gives half his time to this work while continuing his studies in the Theological Seminary. The secretary's work has made, undoubtedly, more effective all the lines of the Association's activity.

There is very great need of a large and amply equipped *Y. M. C. A. building*, that should be sufficient to furnish the social center for all the men of the Institution. It may well be doubted whether there is so good an opportunity of the same kind offered anywhere in the college world. The absence of the fraternity system makes it possible to have here a unified social life for all the men, that it would not be easy to obtain in the same degree in most other colleges. The need of such a social center will certainly not go long unmet. If it is not furnished under distinctly Christian auspices, it is sure to be met in time in some other way. Mr. John R. Mott made an earnest plea for such a building for Oberlin in connection with the two addresses which he gave at the meeting of the American Board.

There is no indication that *the chapel service* is losing its hold upon the student body. In all probability, if it were put to the vote of the students, the great majority would vote for the present requirement of the service. Longer experience of the noon hour has only confirmed the wisdom of the change to that hour. It proves practically a much more convenient time, and seems to have equal contribution to make to the life of the College. The singing at chapel would be much improved if hymn-books and racks could be furnished for all the seats.

The attendance on the part of the students at the morning

Church service, the only one now required, is excellent and the attention good. The number of students who, in addition, attend such entirely voluntary services as those of the Bible classes and the Bible Training Class, is good evidence of some real earnestness in the religious life.

The College has for many years held in trust the *Foltz Tract Fund*, the interest of which was to be spent in the circulation of religious leaflets of one kind or another. It has not always been easy to know how wisely to expend the income of this Fund. In a number of lines suitable leaflets did not seem to be at hand, and on this account the Dean wrote, some years ago, three leaflets especially directed to young Christians: "*The Fundamental Principles of the Christian life*," "*Hints on Prayer*," and "*How to Make the Bible Real*." Probably 25,000 of each of these have been called for in the course of the years since they were first issued. A new and large edition of each of these leaflets is just now being brought out. A considerable part of the income of this Fund in the last two or three years has gone into the purchase of attractive wall cards that should serve to bring repeatedly before the mind the beautiful expression of some high thought. These cards have been furnished, to students desiring them for their rooms, at reduced prices.

The greatest factor, after all, in the religious life of the student must always be the spirit of his associates and of his teachers. And this personal environment, for the most part, is certainly wholesome and helpful.

THE FACULTY.

The work of the Faculty has in no case during the year been interrupted by any serious illness.

The work of the combined Faculty, through its meetings, has undoubtedly gained much from the very broad educational experience represented in the Faculty. Twenty-seven American colleges and universities, and seventeen foreign universities, have contributed to the training of the Oberlin Faculty. In a

college where the faculty discussions are as open and free as in Oberlin, this opportunity to draw upon the educational experience of so many other institutions of learning, is of great value. While the regular weekly meetings of the Faculty seem to require a good deal of time, the expenditure is more than counter-balanced by the broader consideration of the subjects made possible, and by the unifying of sentiment involved. In so democratic a body it is certainly true that, other things being equal, those members of the Faculty, who are most regular in their attendance upon its meetings, have opportunity to contribute most to the entire life of the College.

Organization.

The organization of the Faculty according to the plan recommended some years ago by a committee of the Trustees, into Councils, General Faculty, and Department Faculties, has brought about a valuable sub-division of work, at the same time that the matters of greatest importance come before the great majority of the teaching body. The careful laying out of the work of the committees of the several faculties is also intended to distribute responsibility as far as may be, and to make it certain that every member of the Faculty is doing something in the line of committee work. Of course the work of some of the committees is much heavier than that of others, and the chairmanship, especially, of such committees often adds very materially to the work of a teacher. Perhaps the most important of committees recently added is the committee of conference on professional and technical study, which is intended to help students who wish to arrange their college work so as to adjust it in the most economical way possible to their future professional study. Those members of the Faculty who are deans, clerks, registrar, or assigning officer, have also, necessarily, much added to their regular work. In several cases, this means a regular daily office-hour. And one of the special gains made in the last year in the internal arrangements of the College, has been the appointment

by the registrar of a full hour four days in the week, especially for the sake of meeting students to confer with them concerning the arrangement of their college courses. Where the elective system is so largely operative as at Oberlin, such conference by a student with his teacher is almost essential. The time of the General and College Faculty meetings has recently been changed from Monday evening to Tuesday afternoon.

Increase in Instruction Units.

The Secretary's report shows a notable increase in instruction units. The table indicates that there has been a gain of nearly three-tenths in two years. This can hardly have taken place without a certain considerable increase in the work of individual teachers. The table is, of course, based upon the statistics furnished by the individual reports of the teachers.

These *statistics* of all courses of study, it will be noted, have been removed from the reports of individual teachers to the appendix, where they can be much more conveniently consulted and compared. There is, no doubt, danger of some misleading comparisons, in an attempt to estimate the relative amount of work done by different teachers. Certain subjects are, in the nature of the case, of such a kind as not naturally to attract a large number of students; a class of very moderate size in such a subject may indicate as real a success on the part of a teacher as a very much larger number in some other subject. It should also be borne in mind, as has been indicated in speaking of the organization of the Faculty, that some members of the Faculty are, necessarily, much more heavily burdened with general and committee work than others.

But even if these extra burdens are left out of account, a careful study of the statistics of courses, and a comparison of them with similar statistics from most other colleges of the first rank, will indicate, I think, that the *number of teaching hours* is, on the average, too large for the best results. In three cases, at least, members of the Faculty are teaching fifteen, sixteen, and seventeen hours a week, and superintending, beside, a five-

hour course for advanced students. It need hardly be said that so large a number of teaching hours can be effectively carried on only with danger to health, and ultimately can hardly fail to affect deleteriously the study, teaching, and scholarly contributions of the professor. While the amount actually required from the teachers by the College is perhaps not very excessive, the practical pressure upon the teachers to do more, is, in a number of cases, very considerable. For most of the teachers, no doubt, there should be, for the very best results, some reduction in teaching hours.

At the same time, it is the opinion of the Dean that it may be confidently affirmed that the teaching standard in the Faculty as a whole, was never so high as now. The details of the teaching work are fully indicated in the individual reports.

Publications.

No attempt has been made to summarize the articles and minor contributions made by those connected with the Institution, but the following volumes by members of the Faculty should find record here, as issued during the year 1901-02:

Music in the History of the Western Church. With an Introduction on Religious Music among Primitive and Ancient Peoples. By Edward Dickinson, Professor of the History of Music, in the Conservatory of Music, Oberlin College. New York: Charles Scribners' Sons. 1902. \$2.50.

Theology and the Social Consciousness. A Study of the Relation of the Social Consciousness to Theology. By Henry Churchill King, Professor of Theology and Philosophy in Oberlin College. New York and London: The Macmillan Company. 1902. \$1.25.

Notre-Dame de Paris. Par Victor Hugo. Abridged and edited, with Introduction and Notes, by John R. Wightman, Ph. D., Professor of Romance Languages in Oberlin College. Boston and London: Ginn & Co. 1902. 80 cents.

Asiatic Russia. By G. Frederick Wright, LL. D., F. G. A. S., Instructor in Quaternary Geology and Professor of the Harmony of Science and Revelation in Oberlin College. With maps and illustrations. New York: McClure, Phillips & Co. 1902. 2 vols. \$7.50.

Before we pass to the consideration of the situation in the different departments of the College, it is worth while first to note some inner gains which affect the entire Institution, and which are, in part, made possible by the relations of the departments to each other, and, secondly, to bring together as well a summary statement of those needs that also affect all departments of the College.

Some Inner Gains.

The reports of Dr. Leonard, Professor Anderegg, and Professor Bogart indicate that something is being done in the practical *adjustment of the college work to future professional and technical courses*. This problem is becoming an increasingly important one, especially for colleges unconnected with universities; and we need, here, to give to this problem still greater attention. Through the careful work of Professor Albert A. Wright and of Dr. Leonard in Histology, Anatomy, and Physiology, the College has been able, to a considerable extent, to save students looking to the practice of medicine, a year between the college and medical courses. Something has been done, but nothing like as much, in the way of special help for the student looking to law. To a larger extent, on account of the work in Mathematics and Physics, and in the special courses in Mechanical Drawing and Descriptive Geometry, now taught by Mr. Cairns, a student looking to courses in technical schools has been able to shorten the time of his professional training. It is also possible for a student to do a year's work that can be justly counted toward his bachelor's degree, and at the same time be a part of his theological training. But the situation in theology has been felt to be somewhat different, so long as the theological seminaries are requiring but three years for graduation. Here, therefore, students are advised to take the full three years in the Seminary, even though they have anticipated some properly theological work during the college course.

A second gain that affects all departments of the College has been the organization of the *gymnasium classes* on a distinctly educational basis. Credit is now given, as will be seen from Dr. Leonard's report, for these classes, just as for an equal amount of time in laboratory courses. It is believed by the Faculty that this is only a just recognition of the quality of the work which is being done under the skilled training of our physical directors. The possibilities for growth in the Physical Training department as a school for preparing physical directors, are also worthy of notice.

The Library Club, meeting under the direction of the Librarian, as his report clearly shows, is also a valuable adjunct to our educational work, and furnishes for the library staff a considerable amount of specialized training in their own tasks.

During the last year there has been formed, mostly by Academy teachers and teachers from the high school, a *Teacher's Club*, which can hardly fail to add to the interest and efficiency of the teaching in the Academy and high school, as well as to bring into closer relations the work in the school and College. Dr. MacLennan and Superintendent Miller, (our own alumnus of the class of 1897,) are both able to give expert aid in the discussion of educational questions, and have contributed much to the value of the meetings of the Club.

There seems to have been, in the last two or three years, a real advance, also, in the interest shown in *oratory and debate*. Inter-collegiate debates have been arranged for the present year not only with one of the colleges of the Ohio Debating League, but also with a college outside the State. The work of the Oratorical Association has been taken up, as a part of its own regular work, by the Union Library Association. It is certainly desirable that an increased degree of prominence should be given to work in each of these directions, as being quite as important to the College as athletics. The committee of the Faculty on debates have given much time and great care to the work of the selection and training of the debaters. And the educational value

of the work has been recognized by the Faculty in regular credit given on the college course.

It is only on account of the relation to the Seminary that the College is able to carry on so economically *Bible courses* of such high quality. This is only one of many ways in which the presence of the Seminary contributes to the general life of the College.

General Needs.

The general needs of the entire College may be briefly summarized. As indicated in the different reports, they are, perhaps first of all, the provision in some form, of a *hospital*. The present dangerous situation ought certainly not to continue a day longer than is absolutely inevitable.

The need of *additional room for the library* is urged with conviction, properly, both by the Librarian and by Professor Albert A. Wright, and their plea is vigorously seconded by Professor Jewett, and by Mr. Doolittle, the superintendent of buildings and grounds. Spear Library simply is utterly inadequate for the needs of the library, the Museum, and the departments of Zoology and Geology.

The need of a *Y. M. C. A. building* that might serve as a social center for all the men of the Institution, has already been referred to. Dr. Hanna makes a strong plea in her report for a *Women's Gymnasium*, and an *outdoor field* for women; and Professor Martin has called attention to the desirability of an *Art Building*.

It was only by adding still more seats to the already crowded chapel that the Faculty were able to seat the students who are now in attendance. The need of a larger auditorium in the town was also made especially evident during the meetings of the American Board. Both facts look to the early need of the new *Finney Chapel*, though it is the clear judgment of the Dean that several other large needs should take precedence.

Of the inner needs, the greatest is perhaps an addition to the amount of special funds available as *beneficiary aid*,

to which both Dr. Luce, as Dean of women, and Secretary Jones, as chairman of the committee on beneficiary aid for men, call special attention. The present situation is such that we simply are not doing what it was the purpose of the Trustees that we should do, when the tuitions in both College and Academy were increased. It was then said that the purpose of this increase was not to make an education more difficult to poorer students, but that the distinct intention was, with the increase in tuition, so to increase at the same time the amount of beneficiary aid that students less able to pay the higher tuition would find it no more difficult to complete their course than before.

The adding of *Teachers' courses in the Summer School*, recommended by the Principal of the School, is another need, the meeting of which would probably prove an indirect help to all departments.

Though it cannot be specially urged at present, it should still be borne in mind that the early future ought to see a general *increase in salaries*, and some *reduction in the hours of teaching*.

A few salaries, however, probably should be increased as early as the June meeting.

The Dean is glad to second heartily the suggestion of the Secretary, that a further *permanent assistant* be added *in the Secretary's office*. No office is more efficiently managed, or doing more for the promotion of the College. And this assistant would give needed relief to an officer in great danger of being overworked.

DEPARTMENTS.

The Conservatory of Music.

In the Conservatory, the *organization* of Faculty and Council, on lines co-ordinate with those in other departments, has been this year carried out, in accordance with the recent recommendation of the Trustees' Committee. This organization can hardly fail to give added unity to that department and call out more personal thought and contribution from the individual members of

the Faculty. It is gratifying to notice, also, the large amount already raised for the *Fenelon B. Rice Endowment*. It would seem as if this endowment should naturally be for the directorship of the Conservatory. This department probably has to-day the strongest *teaching force* that it has ever had. A minor change that ought to help the health of both students and Faculty, has been the putting of the hour of the regular weekly rehearsal a half-hour later. The same change has been made, for similar reasons, it may be added, in the hour of all evening entertainments. The greatest special need of the Conservatory, beyond endowment, to which the Director calls attention, is that of an *organ* that should deserve to stand in Warner Concert Hall. It certainly seems a great pity, with such a teacher of organ as the Conservatory has in Professor Andrews, that the Conservatory should nowhere have the use of an organ of the first quality.

The Conservatory has now reached such large numbers, that the question of setting some literary *standard of admission* is one that might well receive the careful attention of the Conservatory Faculty.

The Academy.

The Secretary's figures show that there has been some increase in attendance upon the Academy the present year. On account of this increase in the Academy itself, and also because of extra work thrown on the Academy by the College, it has been necessary to incur some added expense in this department. The recommendations of the Trustees' Committee on the Academy, of last June, have, so far as possible up to the present time, been carried out. It will be noticed that the Principal renews earnestly his recommendation that some representative should go out in the interests of the Academy, and in this recommendation he is seconded by the Secretary of the College, as well as by the Advisory Committee on the Academy. The Principal believes that the additional work, which on all hands it is recognized should be done by the Academy in History, Science, and En-

glish, can, with some readjustment, be quite economically provided for, the coming year.

The specific recommendations of the Advisory Committee may be appropriately given at this point:

The Committee believes that *ultimately* there should be for the Academy greater separation in some matters; a worthy building and home of its own; more careful supervision and direction of the Academy students, especially through the bringing in of the cottage, or dormitory system; strengthening of the teaching force; an enlargement and enriching of the curriculum of studies; more advertising, especially in the way of personal visitation. It suggests for *immediate* consideration that the Academy publish its own catalogue; send out some representative to visit in person parents, teachers, and students; and that some enlargement, especially in the lines of History, Science, and English, be at once attempted.

This very careful and important report of the Advisory Committee on the Academy will be placed on file in the Secretary's office, and should certainly be most carefully studied in the making of any further plans for the growth of that department.

The Theological Seminary.

While there is no large increase in attendance in the Theological Seminary, there has been a decided gain in the number of college graduates, since the Seminary first adopted, a few years ago, college graduation as requirement for admission. The average quality, therefore, of the students of the department is in all probability considerably higher than was true before the change was made in the requirements for admission.

There has been gratifying evidence that the general work of the Seminary has commended itself thoroughly to the best judgment of the students. The social life of the Seminary, also, in the last two or three years, has been particularly pleasant, and the relation between students and Faculty as cordial as could well be.

The placing of the theological commencement at the end of the Seminary year, instead of deferring it to the end of the College year, has also proved a decided gain. It has certainly helped to give the Seminary a needed separate self-consciousness, and has also aided in concentrating the attention, especially of former graduates and of other ministers in the vicinity, upon the distinct work of the Theological Seminary.

The attention of the Trustees should be particularly called to the very important statement made by Professor Swing in connection with his report on his teaching, that the facts show that the Seminary has actually a smaller income at its disposal now than it had ten years ago. It is plain that this not only must prevent enlargement, but also requires a degree of economy that at certain points must mean real loss.

With a single possible exception, all the other theological seminaries, it should be noted, have definitely entered upon the policy of recognizing a distinct administrative head, who should be expected to give some little time to the consideration and presentation of the needs of the department as a whole. The time has probably come when Oberlin also if it means to hold its place in comparison with other seminaries, must take a similar step. More, probably, ought to be made of the deanship of the Seminary, than has yet been the case; some additional salary probably connected with it, and sufficient secretarial or stenographic help allowed, to make it possible for some member of the theological Faculty to really take his place side by side with the presidents and deans of other theological seminaries.

The College.

Almost all the reports of the College teachers, as well as the report of the Secretary of the College, show the need of considering the situation produced by the large increase in attendance in the College department. A growth of more than one-fifth in a single year can hardly be met without necessary readjustment, and some increase of expenditure.

The pressure is especially felt in all the classes in English Composition,—freshman, sophomore, and advanced,—and in the large introductory English literature course open to freshmen; in Mathematics, where a section of about sixty freshmen has been made necessary; in German and French, in both of which *division of classes* was imperatively demanded; in Latin, where, if the regular procedure for the second semester is followed, the freshmen will have to be taught in much larger divisions than the best work can allow; in Chemistry, where an additional laboratory assistant had to be appointed; and in the freshmen Bible class, which is of such a size as to make almost impossible anything but the lecture method, which the instructor believes should not be followed.

This same pressure of numbers has brought prominently into the foreground again the grave need of an increased regular annual *appropriation for the library*, if the imperative necessities of the courses which are being taught are to be at all adequately met. President Eliot is certainly right in saying that “next to the daily instruction given by living teachers, books are the most indispensable provision at a seat of learning.” But it is not even this general and constant need of the library which is here urged, nor is it even the need of more space for storing books, nor the need of more space for reading-room; the great need now felt by the Faculty generally, and especially urged by the departments of English, History, and Chemistry, is that many books are needed at once as the indispensable *tools* in the courses now being given. For many departments, the library is truly the laboratory; and the courses can as little be rightly conducted without these indispensable books, as a laboratory course could be given without apparatus. The other specific reason for the increase of the library appropriation,—and a reason scarcely less important,—is the necessity of a reasonable provision in the library to meet the needs of the growing teacher. This side of the matter is strongly presented by Dr. Cole in his report. From every point of view, therefore, one of the first needs that seems to be thrust upon us by

the increase in the number of College students, is that of an added appropriation for the library.

But besides the need of dividing classes, and of adding to the library, is the further need of *added equipment* in certain special departments. The increase in numbers, for example, in the classes in Zoology, required the purchase of eight new *microscopes*, in order that the laboratory work might be done at all as it should.

But the laboratory course which is most poorly furnished, beyond all doubt, is that in Experimental Psychology. The number now electing that course is really very large, when account is taken of the absolutely inadequate equipment. Practically, it might almost be said that we have no *psychological laboratory*, and yet are trying to give a laboratory course in Experimental Psychology. Dr. MacLennan's report states not a whit too strongly the necessitous condition here.

The teaching of Dr. Leonard in Anatomy and Physiology is also hindered in its effectiveness by lack of certain *apparatus and models* there. A large amount is not needed for these, but some appropriation does seem to be called for. These courses are especially important, because they enter so largely into the possible adjustment of our college work to professional work for those who are looking to the medical profession.

Professor Grover's report also brings out the fact that he has felt simply obliged to give up one important course in Plant Physiology, because it could not be properly taught without the help of a small *green-house*. Something more, he feels, is also needed to get the best use of the herbarium, and to make some little steady improvement in the Arboretum.

The reports of the College teachers also recommend, as it will be noted, certain additional courses as desirable. Beyond all doubt, the courses which it is most important to add, are those suggested by Dr. Wager and Dr. Luce in *English Composition*. The comparative figures given by Professor Wager would seem fairly to indicate that we ought to be doing somewhat more in

this line than we are doing. There is no instruction that is more needed, probably, by our students than careful individual teaching in Composition.

It has already been implied that the professor of Botany feels that the course in *Plant Physiology* should be restored as early as possible.

It would help our adjustment to the law schools, if courses could be added, in accordance with Professor Bogart's suggestion, in the line of *Political Science* and Constitutional Law.

The changed situation with reference to the Greek, it seems natural finally to meet, in part at least, as it has been already met by a number of other colleges, by offering in the College department a course in *beginning Greek*. This, Professor Martin recommends.

It would seem desirable, also, that the courses in *Spanish and Italian*, given on alternate years, if they are to be offered at all, should be extended to at least two semesters, rather than confined, as now, to a single semester.

The greatest large need, undoubtedly, of the College department in the way of material equipment, is for the long-expected *building for Biological Science*. Either such a building, or an addition to the library, it would seem, must soon be erected, if the absolute needs of either the Biological Sciences or the Library are to be met. Side by side with this greatest need of the College department in the way of building, should be put the great need of at least one *Graduate Fellowship* for study away from Oberlin. This need has been urged long and earnestly by Dr. Warner and by others; and it should not be forgotten that it has a very direct and important bearing on the possibility of keeping a reasonable proportion of alumni in the Faculty.

RESULTING RECOMMENDATIONS.

The general Council have borne in mind the situation regarding the deficits, which has already been presented in an earlier part of this report; and they have also remembered the vote of

the Trustees at their last meeting, "That the expenses of the College shall not be increased until there is money in the hands of the College to meet them." But, as the facts just given with reference to the College department clearly indicate, a distinct change in the situation has been made by the large growth of the College department. This increase in numbers has not only made expense, but has distinctly added income not counted upon in the previous budget, as the following statement from the Treasurer's office will show :

Receipts from Term Bills in the college department	
for the first semester of 1902,.....	\$21,150.50
Receipts from Term Bills in the college department	
for the first semester of 1901,.....	\$17,739.59
Increase,.....	\$3,410.91

In the Academy, there has been a corresponding increase for the Fall term, of \$636.72. But without taking any account of the increase in the Academy tuitions, it would seem as if we were certain of something like \$7,000 of additional income in the College department alone, in the two semesters for the year 1902- 03. The statistics for the years past show that we have never lost any considerable gain once made in the College department. We may probably count, therefore, with considerable confidence, upon a similar sum, in addition to what previous budgets have indicated, for the year 1903- 04. It is upon the basis, then, of this actually added income, that the Council make the recommendations which follow.

In the making of these recommendations, the Council have been led by the absolute necessity of meeting the pressing needs occasioned by the increase in numbers, and also by the further consideration, that these needs must be met with some real adequacy, or the College would be practically certain to lose the gain now made. Moreover, it is evidently highly desirable that students should know, as early as possible, what is to be done in the meeting of these needs. Time is also required, if the best appointments are to be made, in those cases where the recommendations

look to additional instructors. The situation, too, for the year 1903- 04 can hardly be anticipated with much more certainty in June than now. The Council also believe that the Trustees will see that in the specific recommendations made, they have meant to be as conservative as a really wise policy could safely permit, since the entire additional expense recommended exceeds by only some \$600 the additional amount certain to be received the present year from tuition in the College department alone. If the added receipts in the Academy are also taken into account, the additional expense recommended will probably fall \$1,000 within the entire added receipts from tuition for the present year.

For the Year 1902-03.

For the year 1902- 03, as will be seen from the minutes of the Prudential Committee, there has already been voted, upon the recommendation of the Council, the following sums :

For additional assistance in the Chemical Laboratory,.....	\$ 100
For additional assistance in Freshman Composition,.....	50
For additional instruction in German, (first semester).....	100
For additional assistance in French, (first semester).....	100
For eight new microscopes for the Zoological Laboratory,.....	280
For additional assistance in Freshman Bible,.....	20
For additional assistance in English in Academy,.....	300
For additional assistance in Algebra in Academy,.....	50
Increases already voted for 1902-03.....	\$1,000

The Council now recommend to the Trustees that there be further added to the budget for this year the following items :

For additional instruction in German, (second semester),.....	\$100
For additional instruction in French, (second semester),.....	100
For the better equipment in the work of Anatomy and Physiology, ...	100
For the first real equipment of the Psychological Laboratory, ...	600
For the Library, ...	1,000
Additional increases recommended for 1902-03.....	\$1,900

It is further recommended that the \$1,000 to be spent in the library be appropriated, not *pro rata* to all the departments, but be spent in those departments most needing immediate increase, in the judgment of the Library Committee, in conference with heads of departments.

The specific items selected by the Council for recommendation have been chosen with great care, out of a long list of needs, as those, in the unanimous judgment of the Council, most pressing of all.

For the Year 1903-04.

For the year 1903-04, the Council recommend to the Trustees the addition of the following items to the budget:

For an additional Instructor in English Composition,.....	\$800
For an additional Instructor in Latin and Greek,.....	800
To continue the additional assistance in English in the College and Academy,.....	350
For the full time of a second Instructor in German (instead of the partial time now given),.....	534
For the full time of a second Instructor in Mathematics, (instead of the partial time now given),.....	350
For a similar Instructor in French,.....	466
For additional assistance in the Chemical Laboratory,.....	100
To complete the fund necessary for the better equipment in Anatomy and Physiology,.....	100
For further appropriation to the Psychological Laboratory,....	200
For the Library, to be distributed as in 1902-03.....	1,000

Total increases recommended for 1903-04.....\$4,700

Total amount to be added to the budget for the two years
1902-03 and 1903-04\$7,600

These modest increases, the Council believe, would enable the College to do really better work for the increased number of students, than it was before able to do for the smaller number.

After the most careful study that I have been able to give to the entire situation, I add my hearty personal endorsement of these unanimous recommendations of the General Council.

HENRY CHURCHILL KING.

REPORTS OF OFFICERS.

REPORT OF THE SECRETARY.

To the Dean:

Sir: I have the honor to submit herewith my fourth annual report as Secretary of Oberlin College, covering the year 1901-02.

My first two reports contain an outline of the work which in my judgment properly belongs to this office. It would be possible to place this work on a much more satisfactory basis if I could have the services of an additional clerk. I have found it convenient to make use of several different students, but their efficiency is not so great nor their work so satisfactory as would result from the appointment of an additional permanent assistant. The return from the expenditure of this additional salary would in my judgment be great.

The office correspondence is very heavy, especially during the months from May to September. To get some actual data as to the number of letters sent from my office, a record was kept during the five weeks from August 4 to September 6. The number of letters in that period was slightly more than 1300. No count was made of the numerous catalogues and circulars mailed during the same period. Most of the letters were dictated personally by me. Many more could have been written with profit in that period.

If the high school graduates who inquire concerning Oberlin College can be made to feel that Oberlin really wants them to enroll for study in this institution, there is a great probability that the decisions will be favorable, and I have been impressed many times with the good results which have been attained by following up requests which at first seemed not at all promising.

My work keeps me steadily in Oberlin during the summer vacation months; these are in fact the busiest months of the entire year. A short vacation of two weeks, however, was possible soon after the opening of the new year in September.

It is proposed hereafter to issue the catalogue of the college in two editions, the preliminary edition to appear in December or January and the final edition in May. The preliminary edition will be of service primarily to the teachers and students in high schools. Our old method of issuing catalogues in May was open to this very seri-

ous objection—that the catalogues reached the high schools after a considerable portion of the students had decided definitely upon their college homes. Many decisions are made from January to April each year, and we hope by the new arrangement to be able to have the claims of Oberlin presented more effectively than heretofore. The final edition will be issued in May of each year, after the enrollment figures for the year are completed.

The statistics which follow cover the points heretofore mentioned, and some others presented this year for the first time.

Officers and Teachers.

The officers of instruction and government for the college year 1901-02 were as follows:

Professors	33
Emeritus Professors	2
Associate Professors	3
Acting Professor	1
Instructors	19
Tutors, Teachers, and Laboratory assistants ..	18
Librarians and Library assistants	7
Gymnasium directors and assistants	4
Administrative officers and clerks	9
Total	96

This does not include non-resident lecturers.

Degrees Conferred in 1902.

The following degrees were conferred during the year 1901-02:

In Course.

	Men.	Women.	Total.
A. M.....	1	0	1
A. B.....	39	40	79
D. B.....	10	0	10
	50	40	90

Upon Completion of Prescribed Work.

A. M.....	2	1	3
A. B.....	1	1	2
B. L.....	0	1	1
	3	3	6

Honorary.

A. M.....	0	1	1
			97

In addition to the preceding, four diplomas were granted to graduates of the Conservatory of Music, and one diploma to a graduate of the Normal Course in Physical Training for Women. The graduate in Physical Training was the first to complete the course since the new requirements in that department were put into effect. The aggregate of all degrees and diplomas was 102. The corresponding number for 1901 was 100, and for 1900 was 122.

General Enrollment, 1901-02.

The enrollment for the college year 1901-02, as published in the annual catalogue last June, reached a total of 1382. In this total were counted all students who had been in attendance at any time during the year. In the Summer School of 1901 there were enrolled 27 whose names were not found elsewhere in the year's enrollment, and they were included in the above total. The following table shows the number of students in each department, with the corresponding figures for the two preceding years:

	1899-1900.			1900-01.			1901-02.		
	Men.	Wo-men.	Total.	Men.	Wo-men.	Total.	Men.	Wo-men.	Total.
The College	190	227	417	197	231	428	242	257	499
The Seminary	38	2	40	47	2	49	35	0	35
The Academy	198	139	337	190	148	338	136	134	270
The Conservatory	74	382	456	79	338	467	88	413	501
Drawing and Painting ..	8	19	27	4	34	38	4	46	50
Summer School	16	14	40	15	22	37	11	16	27
Physical Training for Women*	0	6	6	..	..	..	..	..	..
Totals	524	799	1323	532	825	1357	516	806	1382

Of the 1382 students enrolled last year, 1342 came from 40 states and territories of the United States, and 40 came from 12 foreign countries. The state of Ohio furnished 689 students, slightly less than 50 per cent of the whole number. The other states which sent the largest number of students were as follows: Illinois 104, Pennsylvania 83, Iowa 76, New York 67, Michigan 52, and Indiana 44.

*Since 1900, the students in the course in Physical Training for Women have been included in the totals for the college department.

Students from Ohio.

The proportion of Oberlin students coming from the state of Ohio has remained very nearly constant for the last six years.

Year.	Total.	Total from Ohio.	Per cent. from Ohio.
1896-97.....	1233	645	52 $\frac{27}{100}$
1897-98	1310	680	51 $\frac{91}{100}$
1898-99	1208	603	49 $\frac{92}{100}$
1899-1900.....	1323	659	49 $\frac{81}{100}$
1900-01	1357	682	50 $\frac{25}{100}$
1901-02.....	1382	689	49 $\frac{85}{100}$

Students from Other States than Ohio.

The fact that Oberlin attracts 693 students from beyond the limits of the commonwealth of Ohio is more striking when placed in comparison with the figures of other Ohio institutions.

Oberlin College	693
Ohio Wesleyan University	253
Ohio State University	114
Western Reserve University	82
Kenyon College	70
Case School	33
	555

Two other institutions in Ohio, Ohio State University and Ohio Wesleyan University, have larger total enrollments than Oberlin; and three other institutions, Ohio State University, Ohio Wesleyan University, and Western Reserve University, have larger enrollments from this state. These facts are shown by the following table, which was carefully compiled from the 1901-02 catalogues of the respective institutions:

	From Ohio.	From Outside.	Total.
Ohio State University.....	1402	114	1516
Ohio Wesleyan University.....	1132	253	1385
Oberlin College.....	689	693	1382
Western Reserve University.....	701	82	783
Case School	317	36	353
Kenyon College	133	70	203

It will be remembered that the enrollment of Ohio students at Ohio State University is greatly stimulated by free tuition offered there to all Ohio students, and at several other Ohio institutions by offers of free scholarships to first honor graduates of the high schools of the state.

With reference to the large enrollment in Ohio Wesleyan University, it should not be forgotten that the total of 1385 covers the calendar year rather than the academic year. The increase in Oberlin's total by counting by the calendar year is shown by referring to the figures on page 72 of this report.

The Number of Men in Oberlin.

The relative number of men in the entire institution was not so high as during the preceding three years, as will be seen from the following table:

Entire Institution.

	Number of Men.	Total Enrollment.	Percentage.
1898-99	477	1203	39 $\frac{49}{100}$
1899-1900	524	1323	39 $\frac{61}{100}$
1900-01	532	1357	39 $\frac{20}{100}$
1901-02	516	1382	37 $\frac{35}{100}$

The loss for last year was due largely to the great decrease in the number of men in the Academy department, and to the increase in the number of women doing work in the Conservatory and in Drawing and Painting.

In the College department the relative number of men has strikingly increased during the last four years, the greatest gain being for the year 1901-02.

College Department.

Year.	Number of Men.	Total Enrollment.	Percentage.
1893-99	179	419	42 $\frac{72}{100}$
18 9 1900	190	417	45 $\frac{56}{100}$
1900-01	197	423	46 $\frac{3}{100}$
1901-02	242	499	48 $\frac{50}{100}$

Number of Colored Students in Oberlin.

The number of colored students enrolled in Oberlin during the year 1901-02 was as follows:

	Men.	Women.	Total.
The College	10	3	13
The Academy	6	14	20
The Conservatory.....	3	6	9
In Drawing.....	1	0	1
	—	—	—
	20	23	43

The percentage of the entire enrollment is 3 $\frac{1}{10}$.

Enrollment Figures: Fall, 1902.

Although the new enrollment figures for the fall of 1902 do not come strictly within the limits of this report, it has seemed best to present at this point a statement of the enrollment, corrected to the date of issue of the report [November 10, 1902]. To these figures have been added for comparison the corresponding statistics of former years.

	Fall 1902.	Fall 1901.	Fall 1900.	Fall 1899.	Fall 1898.	Fall 1897.
The College—						
Post Graduate.....	13	5	5	7	4	7
Seniors.....	103	81	67	79	86	83
Juniors.....	102	86	83	67	76	86
Sophomores.....	139	117	97	89	94	89
Freshmen.....	174	163	142	127	118	126
College Specials.....	42	24	27	28	24	27
	573	476	421	397	402	418
The Seminary.....	34	30	43	34	36	52
The Academy.....	235	242	235	289	286	362
The Conservatory of Music...	395	386	353	351	293	314
Drawing and Painting.....	14	38	27	27	13	9
*Physical Training for Women ..	..	..	..	6	14	13
	1301	1172	1129	1104	1044	1167

The total enrollment for 1902-03 promises to exceed that of 1892-93, which was 1492, the largest actual enrollment for any one college year.

Enrollment, Calendar Year, 1902.

Prior to 1891 the enrollment figures were computed by the calendar year, from January to December, rather than by the present method where the period covered includes only the academic year. Under the old method the enrollments for the years 1890 and 1891 reached the totals of 1713 and 1709 respectively. It is not possible to go back to these years to compute their enrollments by the present method, but the enrollment of the present year of 1902 has been counted by the old method with the following results:

Enrolled in the fall term, 1902	1301
Enrolled in the winter and spring terms, 1902, but not in the fall, 1902	587
Enrolled in the summer session, 1902, and not counted above..	23
Total.....	1911
Deduct for graduates of 1902	95
Total enrollment, calendar year of 1902 (old method)	1816

*Since 1900, the students in the course of Physical Training for Women have been included in the total for the college department.

THE COLLEGE DEPARTMENT.

Enrollment 1901-02.

The enrollment during 1901-02 in the College Department reached the total of 498, as compared to 428 for the preceding year.

	Men.	Women.	Total.
Post Graduate	7	1	8
Senior	41	41	82
Junior	34	52	86
Sophomore	66	47	113
Freshman	85	99	184
Special.....	9	16	25
Totals.....	242	256	498

The Gain for 1901-02 in College Enrollment.

For the last six years the enrollment in the College Department has varied from 417 to 439, the attendance for the various years being as follows:

1895-96	439
1896-97	428
1897-98	433
1898-99	419
1899-1900	417
1900-01	428

The enrollment for the past year reached the following total:

1901-02	498
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One feels a natural interest in knowing how to account for such a striking increase. Oberlin's new entrance requirements were expected to make the admission arrangements more flexible without any lowering of the standard. It is certainly true that under our new arrangements we have been able to class as Freshmen some students who might not have secured that rank under the former system. The following table will throw some light upon the question whether the gain above indicated was largely in the Freshman class, or in the higher classes:

	1900-01.	1901-02.	Gain.
Students of the grade of graduates, Seniors, { Juniors, and Sophomores..... }	240	289	49
Freshmen	157	184	27
Special students.....	31	25	6 (loss)
	428	498	70

From the above it is very clear that the chief gain which we have made has not been in the number of new students admitted to the Freshman class, but rather in the number of students enrolled in the three upper classes. This gain in the number of upper class students will probably be even more strikingly shown by an analysis of the enrollment figures for the fall semester of 1902.

The fact that students who enroll in Oberlin are being held for the higher college work is one of great significance. I believe that the erection of the Severance Chemical Laboratory and the Warner Gymnasium largely explains this great gain in the upper classes, and that the donors of these buildings can take great pleasure in seeing that the results already attained have confirmed the hopes which must have been in their hearts when considering how best to help Oberlin College.

ANALYSIS OF COLLEGE ENROLLMENT: 1901-02.

The following table will show the number of students who studied in the College in former years, as well as those who entered the college department for the first time:

	Men.	Women.	Total.	Per cent of Whole No.
In College Department, last year	133	139	272	54 6
In College Department, in former years..	12	7	19	3.9
In Academy Department, last year	39	19	58	11 6
In Academy Department, in former years.	2	4	6	1 2
In Conservatory Department, last year...	1	1	2	.4
New Students, never before enrolled in Oberlin	55	86	141	28 3
	212	256	498	100.

From the preceding table it will be seen that 207 students, comprising nearly 42 per cent. of the total enrollment, were new students in the College department.

The number of students who had never before enrolled in any department in Oberlin showed a great increase over the preceding year, the figures being as follows:

	Men.	Women.	Total.	Per cent of whole.
1900 01	45	47	92	21.4
1901-02	55	86	141	28 3

The number of students who entered the College department from previous study in the Academy was slightly less than during the preceding year, the figures being as follows:

	Men.	Women.	Total.	Per cent of whole.
1900-01	44	32	76	17 8
1901-02	41	23	64	12.8

Of the 207 new students, 64 came as above shown from Oberlin Academy, the proportion being 31 per cent. of all new students. In this will be noted a striking change from former years. In President Fairchild's report of 1881 the statement is made that the proportion of Freshmen who came into the College department from the Academy was about 75 per cent. This proportion remained practically unchanged until a few years ago. As late as the fall of 1895, 94 Freshmen entered from Oberlin Academy and 46 from outside, the proportion being about 67 per cent. In six years there has been a surprising change.

	From Oberlin Academy.	From Outside.	Total.
Fall 1895.....	94	46	140
Fall 1901.....	64	143	207

The committee on Admission, of which I am Chairman, has charge of the adjustment of the entrance credits of all those who enter from outside schools, and it will be seen that the work of the Committee has thus, in the space of six years, increased 200 per cent.

CLASSIFICATION OF NEW STUDENTS.

The 207 new students who were admitted to the College department were classed as follows:

	Men.	Women.	Total.
Admitted as Seniors.....	3	1	4
Admitted as Juniors.....	3	3	6
Admitted as Sophomores....	7	6	13
Admitted as Freshmen.....	76	89	165
Admitted as Specials.....	8	11	19
	97	110	207

In addition to the 165 new Freshmen shown in the preceding table, there were 19 others whose names were listed in the Freshman class, who were Freshmen the year before and had failed to advance to the Sophomore class. The total number of all Freshmen, as shown in the catalogue, was 184.

Twenty-three new students were admitted to higher rank than that of Freshman. Sixteen of these came from the following Colleges:

- Amherst College, Mass.
- Berea College, Ky.
- Berlin Univ., Germany.
- Bethel College, Kans.
- Carleton College, Minn.
- Central College, Ind.
- Chicago Univ., Ill.

Fisk Univ., Tenn.
Marietta College, O.
Morgan College, of Baltimore, Md.
Otterbein Univ., O.
Rochester Univ., N. Y.
Sheldon-Jackson College, Utah.
Wellesley College, Mass.
Williams College, Mass.
Worcester Polytechnic Institute, Mass.

Two students from outside schools were admitted to the rank of Sophomore by reason of an extra amount of preparatory work done in their preparatory schools. One of these students had studied in New Lyme Institute, Ohio, and St. Johnsbury Academy, Vt. The other studied in the high school at Boonton, N. J. Both of these students were admitted as Sophomores, but with some conditions to be made up before receiving the full rank.

Five students who were enrolled the previous year in Oberlin Academy were able to enter as Sophomores. It frequently happens that students who do not present credits enough to secure the Freshman rank are classed for a year in the Academy department with advanced credits, and by doing extra work for a year are able the next year to secure the rank of Sophomore with conditions. Especially is this possible where the student remains in Oberlin for work in the Oberlin Summer School.

THE NEW ADMISSION REQUIREMENTS.

The new entrance requirements now in force were adopted by the Faculty in the winter of 1900-01, and were approved by the Board of Trustees at the annual meeting held March 6, 1901. They went into effect in the fall of 1901. From the experience in the fall of 1901, and again this year, it is my judgment that the requirements are working satisfactorily. It was hoped when the new definitions of entrance requirements were adopted that thereby Oberlin College might be brought into more harmonious relations with the best high schools, the point of especial advantage being that under the new definitions it would be possible to credit towards College admission any worthy high school work worthily completed. The new requirements certainly have a flexibility and adaptability which the former requirements lacked. I have ventured to present in this report some of the results of the study which I have made of the admissions to the College during the year 1901-02

THE ENTRANCE CREDITS OF FRESHMEN.

The table on page 74 shows that there were 207 new students admitted to the College Department during the year 1901-02. Of this number 23 were admitted to the three upper classes, leaving 184 who received classification as Freshmen or College Specials.

Five of the Special students were given the rank without requiring the details of their preparatory work to be submitted to the Committee on Admission, the Chairman of the Committee merely satisfying himself that in each case the applicant had had as much preparatory work as is required for admission to the Freshman class.

A careful examination has been made of the credits of the remaining 179 students, separate attention being given to those (122 in number) who entered from outside high schools and academies, and to those who were received from Oberlin Academy, numbering 57. The results of this study are best presented at the outset in the following complete table showing the number of units of entrance credit secured by each of the 179 applicants:

Units Presented.	From Outside High Schools.	From Oberlin Academy.	Total.
14	22	10	32
14 $\frac{1}{6}$	1	0	1
14 $\frac{1}{3}$	1	2	3
14 $\frac{1}{2}$	14	3	17
14 $\frac{2}{3}$	3	0	3
14 $\frac{5}{6}$	2	0	2
15	22	11	33
15 $\frac{1}{6}$	1	2	3
15 $\frac{1}{3}$	7	2	9
15 $\frac{1}{2}$	8	3	11
15 $\frac{2}{3}$	5	0	5
15 $\frac{5}{6}$	3	1	4
16	11	3	14
16 $\frac{1}{6}$	1	0	1
16 $\frac{1}{3}$	2	2	4
16 $\frac{1}{2}$	5	5	10
16 $\frac{2}{3}$	2	3	5
16 $\frac{5}{6}$	1	2	3
17	3	2	5
17 $\frac{1}{6}$	1	0	1
17 $\frac{1}{3}$	1	3	4
17 $\frac{1}{2}$	2	2	4
17 $\frac{2}{3}$	1	0	1
17 $\frac{5}{6}$	1	1	2
18 $\frac{1}{6}$	2	0	2
	122	57	179

Those whose credits amount to less than 14 units are classed in Oberlin Academy. Those whose credits exceed 18 1-6 units are entitled to rank as Sophomores, and of these there were two, as before mentioned. All whose credits are between 14 units and 18 1-6 units are entitled to be classed as Freshmen.

Applicants who present 15 units are classed as Freshmen without conditions or advance credits. Those who present less than 15 units can usually make up their conditions by taking slightly more than regular work during their College course. Those who present more than 15 units have the privilege of applying the excess as advance credits toward the College degree, an extra entrance unit being counted as equivalent to six semester hours of College credit.

It will be seen from the preceding table that only 33 out of 179 applicants met the requirement exactly. Of the others, 58 presented less than 15 units, while 88 presented more than the requirement. The average number of units presented by the 179 applicants was 15.38, slightly more than 15 1-3 units. Those students who entered the College from Oberlin Academy seem to have had more work, having an average of 15.55 units, as compared to an average of 15.28 units presented by those who came from outside schools. In my judgment the average quality of the work of preparation shown by students from Oberlin Academy is also decidedly better.

Credits of Students who Entered from Outside Preparatory Schools.

History. In History the minimum requirement is one unit. Only 2 out of the total of 122 failed to meet this minimum requirement.

Presented less than 1 unit.....	2
“ 1 unit.....	14
“ 1 1/3 units.....	5
“ 1 1/2 units.....	25
“ 1 2/3 units.....	9
“ 2 units.....	40
“ from 2 1/3 to 2 2/3 units.....	16
“ 3 units.....	9
“ from 3 1/3 to 3 1/2 units.....	2
— 122	

Mathematics. The requirement is three units, covering Algebra through logarithms, and both Plane and Solid Geometry.

Presented 3 units, the full requirement.....	80
“ 2 1/2 units, conditioned 1/2 unit in Algebra.....	15
“ 2 1/2 units, conditioned 1/2 unit in Solid Geometry.....	17
“ 2 units, conditioned 1 unit in Algebra.....	1
“ 2 units, conditioned 1 unit in Plane and Solid Geometry.....	1
“ 2 units, conditioned 1/2 unit in Algebra and 1/2 unit in Solid Geometry.....	6
“ 3 units and also a portion of the Freshman Mathematics.....	2

Latin. The minimum requirement is 2 units.

Presented no Latin.....	1
“ 1 unit.....	1
“ 2 units	7
“ between 2 and 3 units	5
“ 3 units....	13
“ between 3 and 4 units	11
“ 4 units ...	76
“ more than 4 units.....	8
	122

Greek. Greek is optional, and the number of applicants who presented Greek is small, being only 32 out of 122.

Presented no Greek.....	99
“ 1 unit.....	3
“ between 1 and 2 units	4
“ 2 units	15
“ 2½ units.....	4
“ 2⅔ units.....	2
“ 3 units.....	4
	122

German. German is optional, but the number of applicants presenting German is much larger than the corresponding number for either Greek or French.

Presented no German	56
“ ⅔ unit, credited provisionally	6
“ 1 unit	22
“ between 1 and 2 units.....	4
“ 2 units	26
“ 2½ units.....	6
“ more than 2½ units.....	2
	122

French. French is optional. It was presented by less than one fifth of the applicants.

Presented no French.....	99
“ ½ unit, credited provisionally.....	1
“ 1 unit	14
“ 1⅓ units	1
“ 2 units	3
“ more than 2 units.....	4
	122

Sciences. The minimum requirement in sciences is one unit. It is urged that the applicants present one science course which has covered a complete year, but we still allow credit for term courses and half year courses.

Presented no science.....	2
“ less than 1 unit, credited provisionally	2
“ 1 unit	10
“ 1½ uni's	13
“ 1⅔ units	11
“ 2 units	30
“ 2½ units	26
“ 3 units	17
“ between 3 and 3½ units.....	10
“ 4½ units	1
	122

English. The requirement in English is the uniform college entrance work, supposed to cover at least three years of high school preparation, crediting three units.

Presented 3 units, the full requirement.....	107
“ 2 units	3
“ 2½ units	7
“ more than 3 units.....	5
	122

Credits of Students who Entered from Oberlin Academy.

A portion of the work in Oberlin Academy is not laid out on the unit basis, and it was not found convenient to tabulate the details of the preparation of each applicant. It was possible, however, to state in terms of entrance units the total preparation of each Academy student, as shown on page 77. A “year” of work in the Academy means a course reciting five times a week with one-hour periods of recitation, and thus represents about 1 1-4 units.

Mathematics.

Presented the full requirement	52
“ 2½ units, conditioned ½ unit in Algebra...	4
“ 2 units, conditioned 1 unit in Geometry....	1
	57

It is worth noting that 16 of the applicants presented the full requirement and also anticipated the year of required Freshman work by taking the Freshman mathematics while enrolled in Oberlin Academy.

Latin.

Presented no Latin.....	1
“ 2 years	1
“ $2\frac{1}{3}$ or $2\frac{2}{3}$ years.....	7
“ 3 years.....	15
“ between 3 and 4 years.....	4
“ 4 years.....	26
“ more than 4 years	3
	—
	57

Three students anticipated the Freshman Latin by taking it while classed in the Academy.

Greek. A good proportion of the applicants, 33 out of 57, presented Greek.

Presented no Greek.....	24
“ 1 year.....	6
“ $1\frac{1}{3}$ years.....	4
“ 2 years.....	23
	—
	57

German.

Presented no German.....	19
“ less than 1 year.....	9
“ 1 year.....	13
“ between 1 and 2 years.....	3
“ 2 years.....	10
“ more than 2 years.....	3
	—
	57

French.

Presented no French.....	37
“ $\frac{1}{3}$ year.....	1
“ $\frac{2}{3}$ year.....	12
“ 1 year.....	6
“ 2 years	1
	—
	57

The Language Preparation in General.

The total language preparation of the 179 new students is shown by the following table:

Presented 2 units.....	5
“ $2\frac{1}{2}$ units.....	1
“ 3 units.....	4
“ $3\frac{1}{2}$ units.....	1
“ $3\frac{2}{3}$ units.....	6
“ 4 units.....	29
“ between 4 and 5 units.....	13
“ 5 units.....	19
“ between 5 and 6 units.....	13
	—
Carried forward.....	91

Brought forward.....	91
Presented 6 units	31
" between 6 and 7 units.....	29
" 7 units.....	12
" between 7 and 8 units.....	9
" 8 units.....	2
" 8½ units	4
" 9 units.....	1
	179

Comment on new Requirements.

The most important change in the new requirements of 1901 was the reduction of the minimum preparation in language to four units, two of which were required to be either in Latin or in Greek. In former years the requirement has been as follows: 4 units of Latin, 2 units of a second language, and two terms (2-3 of a unit) of a third language. Of the 122 students who entered Oberlin last fall from outside high schools only twenty would have met this old requirement. Of the 57 students who entered from Oberlin Academy, only 13 would have met the requirement. In other words, out of the 179 applicants only 33 would have exactly met the old requirements, and 146 of the new students would have had some language condition to be made up after enrollment in the College Department. Under our new arrangements there were only 58 new students who had any conditions at all, and of the 58 only 17 who were conditioned in the languages.

During the few years immediately preceding the adoption of the new definitions of 1901, the language definitions had been modified by the removal of the third language requirement; viz: the requirement had for a few years called for four units of Latin and two units of a second language. There was a great gain in this, but even under this rule only 47 of the 122 applicants from outside schools, and only 22 out of the 57 applicants from Oberlin Academy would have met our requirements, and the remaining 110 Freshmen would have had a language condition of some character to remove, compared to only 17 students conditioned in language work as mentioned at the end of the preceding paragraph.

Only those who have had to do with the adjustment of credits for new students and with the arrangement of studies for conditioned students can appreciate the tremendous advantage of the new arrangements. Unquestionably the best high schools are allowing students to elect more work in Sciences and in History and less work in the languages, and the new requirements are enabling us to meet satisfactorily this changing situation in the secondary schools.

STATISTICS OF INSTRUCTION IN THE COLLEGE DEPARTMENT, YEAR 1901-02.

In my last two reports I have included a table showing the instruction furnished in the College Department. Beginning with the year 1901-02 the work of the College Department was arranged on the semester plan instead of the term plan as heretofore, and this has necessitated a change in the unit of measurement. As used in the following tables an "Instruction Unit" means the instruction furnished to one student in a course in which recitations are held once a week for one semester,—in other words, an "Instruction Unit" represents one student in a one hour course for one semester. To illustrate,—a five-hour course in Political Economy enrolling 55 students is here counted as representing 275 instruction units; a three hour course in Surveying, enrolling 10 students, represents 30 instruction units. The table which follows shows the instruction furnished during the year 1901-02, and I have added for comparison the corresponding figures for the two preceding years.

Departments.	Total Classes or Sections.	Number of Teaching Hours.	Students.			Total Instruction Units, 1901-02.	Total Instruction Units, 1900 or.	Total Instruction Units, 1899-1900.
			Men.	Women.	Total.			
Anatomy	1	3	1	7	8	24	0	0
Astronomy	2	8	11	5	16	48	36	116
Bible, Theology, and Evidences	5	11	154	180	334	679	358	589
Bibliography	1	2	4	3	7	14	92	0
Botany	7	44½	18	28	46	187	381	383
Chemistry and Mineralogy	6	59	133	59	192	960	533	413
Classical Archæology	5	8	49	65	114	179	290	323
Economics and Sociology	9	24	177	39	216	650	621	795
English Composition	8	15	285	320	605	848	691	} 1172
English Literature	14	36	151	385	536	1241	934	
French	13	29	107	232	339	902	839	733
Geology	2	8	31	17	48	178	160	103
German	15	44	121	225	346	1082	880	791
Greek	8	26	65	71	136	477	573	705
History	13	38	191	307	498	1419	1242	587
Italian	0	0	0	0	0	0	10	0
Latin	15	44	95	241	336	1058	1105	1011
Mathematics	18	64	268	190	466	1715	1393	1171
Oratory	7	18	122	36	158	432	305	295
Philosophy and Pedagogy	12	42	157	158	315	1042	984	979
Physics	12	56	58	9	67	335	327	250
Physiology and Hygiene	1	5	12	14	26	130	0	272
Spanish	0	0	0	0	0	0	0	17
Zoology	9	61	74	68	142	514	227	291
Totals	183	645½	2284	2667	4951	14114	11961	10996

With the adoption of the scheme for Freshman electives it seemed impossible to distinguish accurately between the required and elective studies and the table this year does not show required and elective work separately.

The column marked "number of teaching hours" includes all the time spent by the teachers, whether in laboratory instruction or in class room recitations.

In the two semesters of the college year 1901-02 there were 183 classes. The total enrollment of students in these classes was 4591, the average being about 25 to a class.

A gain of 18 per cent. in the total amount of instruction furnished by the College was to be expected, corresponding to the gain of that amount in the enrollment in the College Department. In some departments, however, there have been increases far in excess of the normal 18 per cent. above mentioned. The greatest increases in the amount of instruction furnished were as follows:

In Zoology, a gain of.....	126	per cent.
In Bible and Theology, a gain of.....	100	"
In Chemistry and Mineralogy, a gain of	80	"
In Oratory, a gain of	46	"
In English Literature, a gain of.....	33	"
In Mathematics, a gain of.....	23	"
In German, a gain of	23	"
In English Composition, a gain of.....	22	"
In History, a gain of	14	"

The amount of instruction furnished in Economics and Sociology, French, Geology, Philosophy and Pedagogy, and Physics, remained about the same as last year. There was a slight decrease in the Department of Latin as compared to the work of the previous year, and a considerable decrease in Greek, in Classical Archaeology, and in Botany.

As compared with the corresponding figures of **two** years ago there were the following striking increases in the amount of instruction furnished:

In History, a gain of	142	per cent.
In Chemistry, a gain of.....	131	"
In English Composition and Literature, a gain of	78	"
In Zoology, a gain of	76	"
In Mathematics, a gain of.....	46	"
In Oratory, a gain of	46	"
In Physics, a gain of	34	"

INSTRUCTION GIVEN IN OBERLIN ACADEMY, YEAR 1901-02.

The instruction furnished in Oberlin Academy during the year 1901-02 is shown in the table which follows. The Academy is still on the term plan and the table is figured accordingly. An Academy instruction unit means the instruction furnished to one student in a one hour course for one term. It represents two-thirds of a College instruction unit.

The total number of different classes taught in the Academy during the year was 142, and the enrollment in them was 2881, an average of twenty to each class.

The amount of instruction furnished in the Academy in History and in the Sciences is very small. An examination of the table shows that the students in French, Greek, Latin, and History recite in small sections and receive adequate personal supervision from the teachers. The classes in Mathematics are slightly larger; those in German are considerably larger; while the sections in English are fully 70 per cent. larger than those in Latin.

	Number of Classes.	No. of Teaching Hours.	Students.		Total	Academy Instruction Units.
			Men.	Women.		
Bible	15	15	297	273	570	570
English	23	90	315	310	625	2309
French	9	45	82	87	119	545
German	14	70	128	164	292	1460
Greek.	15	75	154	55	209	1045
History	6	24	45	49	94	376
Latin	33	162	284	240	524	2520
Mathematics	19	82	180	176	356	1380
Oratory	5	14	24	22	46	91
Science (Physics)...	3	24	27	19	46	184
Totals.....	142	601	1486	1395	2881	10480

THE FRESHMAN ELECTIVES.

Beginning with the year 1901-02, a new vote went into effect concerning the work of the Freshman year. Mathematics, English Composition, and Bible, aggregating 7 hours, were continued as absolute requirements, and the remainder of the work was to be chosen from a limited group of subjects known as Freshman electives. The Freshmen were asked to elect two of the following subjects,—Greek, Latin, German, French, and Biological Science. The science could be either Zoology or Botany. No student was allowed to elect both beginning German and beginning French.

The results of the elections of 149 of the Freshmen is shown in the following table:

Freshman Latin and beginning German.....	10
“ “ advanced “	23
“ “ beginning French	3
“ “ advanced “	5
“ “ beginning Greek	6
“ “ advanced “	26
“ “ Science	3
Academy Latin and beginning German.....	2
“ “ advanced “	6
“ “ “ French.....	3
“ “ “ Greek.....	5
“ “ Science	1
Advanced Greek and beginning German.....	1
“ “ advanced “	6
“ “ beginning French	1
“ “ advanced “	2
Advanced German and beginning French.....	8
“ “ advanced “	4
“ “ Science	17
Beginning German and advanced French.....	2
“ “ Science	5
“ French “	10
Irregular, not considered in this study	16
	165

It will be seen that 93 students elected Latin, 62 per cent. Latin was dropped by 56 students, 38 per cent.

Eighteen students presented four years of Latin, but no other language, and of this number seven dropped the Latin to begin other language work.

Seventy-two students presented two languages for entrance. Of this number 36 elected the same languages, 17 dropped one of the original languages to take up a third; 14 dropped one of the languages to take the work in Science; 5 dropped both languages electing in their place a third language and science. Fifty-eight students presented three languages, and of this number 46 continued two of them; 9 continued one of the languages and elected science; two continued one of the languages and elected the fourth language; and one dropped all three languages presented for entrance and elected the fourth language and science.

One student presented four languages for admission to college and elected two of them in the Freshman year.

EFFORTS TO ATTRACT YOUNG MEN.

In the first report which President Barrows made to the Board of Trustees in March, 1899, emphasis was laid upon the need of especial efforts to attract young men as students in Oberlin. It was suggested (1), that additions be made to the beneficiary funds; (2), that a special canvass be made in the country districts for added recruits to the Academy Department. These two suggestions have especial significance at the present time in view of the decrease in the number of young men enrolled last year as shown on page 71 of this bulletin.

As chairman of the Committee on Beneficiary Aid to young men I feel strongly that we need more funds for the aid of self-supporting students. Under the pressure of the situation three years ago the Trustees voted that hereafter as rapidly as new scholarships were received the amount of aid granted as "Trustee scholarships" should be correspondingly reduced. I hope that the Trustees will be willing to meet the need of additional beneficiary funds by changing this vote and allowing the same amount of Trustee scholarships as heretofore (the average for the last five years being about \$1,600, covering aid granted in all departments).

The appointment of a man to make a canvass for recruits for the Academy Department seems to be very urgently needed. The itinerary and work of such an officer would naturally be in charge of the Principal of the Academy, but in many points a close co-operation would be possible with the work done in my office for securing new members of the Freshman class. Such an appointment would be in the direction of the recommendation of the special committee on the Academy whose report was before the Trustees last June. Professor Peck has for a number of years urged the appointment of a man to do this work, and I heartily join in the request that the Trustees consider at this time the advisability of the appointment.

GEORGE M. JONES.

REPORT OF THE LIBRARIAN.

To the Dean:—

Sir: I hereby submit the report from the Library for the year 1901-1902.

Growth of the Library.

At the beginning of the year the library possessed 49,394 bound volumes and 32,300 unbound volumes, a total of 81,694. During the year 5,391 bound volumes were accessioned, and 1,568 unbound volumes were catalogued without accessioning, making the total September 1, 1902, 54,785 bound volumes, and 33,878 unbound volumes, a total of 88,663.

The number of bound volumes added is the largest in the history of the library. The following table shows the addition of bound volumes by college years since 1892-3.

1892-3.....	1,371	1897-8.....	2,317
1893-4.....	3,752	1898-9.....	1,143
1894-5.....	2,593	1899-00.....	4,002
1895-6.....	2,083	1900-01.....	4,689
1896-7.....	1,924	1901-02.....	5,391

Besides the accessioned and catalogued volumes and pamphlets given above, the library has many collections not yet entered on our records, or in any way catalogued. To get a complete statement of the extent of the collections possessed by the library, the following table is given:

Condition of the Library September 1, 1902.

	Bound Volumes.	Unbound Volumes.	Total.
Accessioned and catalogued	54,785	33,878	88 663
Regular additions waiting.....	3,500	18,000	21,500
Volumes of Newspapers (temporary bindings) ...		1,200	1,200
Maps and Charts.....		2,500	2,500
Total.....	58,285	55,578	113,863

Even this considerable total of 113,863 does not indicate the sum of the individual items which the library possesses, for there are collections of coins, medals, paper money, broadsides, photographs, manuscripts, and the like, which have never been counted, together with a collection of more than 25,000 duplicate volumes, pamphlets, periodicals, and newspapers. Probably more than 150,000 individual articles are in charge of the library staff.

Additions of the Year.

The 5,391 bound volumes added during the year came from the following sources: By purchase, 2,306; by gift, 3,007; by exchange, 78. Among the principal sets added during the year may be mentioned: *World's Best Orations*; *Botanisches Centralblatt*; *Natural Science*; *Hebraica*; *Journal of the American Oriental Society*; *Collections of the New York Historical Society*; *Zeitschrift der deutschen Morgenländischen Gesellschaft*; *Evangelische Kirchenzeitung*; *Litterarischer Anzeiger*. To name all the donors for the year would require all the space allotted me. I would especially mention, however, Mrs. S. C. Little, Mrs. E. W. Lord, Miss Henrietta Matson, Rev. William H. Rice, Rev. M. M. Longley, Mrs. Emma F. Burroughs, Rev. J. T. Gulick, Mr. J. F. Harmon, and Mrs. A. B. Johnson. Mrs. Antoinette Brown Blackwell gave a complete set of the Publication Fund Collections of the New York Historical Society, together with a share in that fund, the possession of which entitles the library to receive all the volumes hereafter issued. Rev. H. A. Schauffler, D.D., gave more than 200 volumes formerly in the library of his father, Rev. W. G. Schauffler, D. D., for many years an honored American missionary in Constantinople.

Just at the end of the school year (the books themselves not being included in the report for the year) Miss Grace C. Thayer of Cambridge, Mass., presented the library with nearly a thousand volumes from the library of her father, the late Professor Joseph Henry Thayer of Harvard Divinity School. This gift is one of very great value, and fills many gaps in our collection of the Literature of the New Testament. Many of the volumes are enriched with manuscript notes from Professor Thayer's hand.

More Money for the Purchase of Books a Necessity.

Although the literature of the past is thus, through the generosity of friends, being added to our shelves, the supply of the books of to-day is altogether inadequate. As you will see from the reports of the various heads of departments, the one great crying need of the college is better equipment of the library to meet the demands increasingly made upon it. Thus far the purchases of the library have been made entirely from the income of funds given to the college for that express purpose. It seems to me that the time has arrived when the Trustees should make provisions for more rapid growth, by appropriating a sum which will enable the library to meet some of the most pressing calls. Unless this is done, the quality of the work done by the college must inevitably suffer.

We now have (aside from a few special funds for special objects a little at one side of the regular fields of instruction) an income of about \$1,000 from library endowment. Of this, \$350 is set aside for general periodicals and annual publications; \$75 is at the disposal of the librarian for the purchase of encyclopedias and other reference books, and the books not covered by the departments; and the balance is divided among the various departments of instruction (about 40 in number.)

Owing to the fact that one considerable fund is, by its conditions, expended for books in the departments of the Theological Seminary, members of the Theological Faculty may order books to the amount of \$25 yearly. In the college department, however, the amount available is only \$10. That this expenditure is utterly unworthy of an institution with the standing of Oberlin College, goes without saying. We ought to spend at least \$5,000 yearly, if we are to build up a library worthy of the work which is here attempted. If so much as this is clearly beyond our present possibilities, which is the least amount which can be said to be at all adequate? At least \$50 for each department which gives instruction in the college and seminary, with perhaps a somewhat larger sum available for the academy in general, and a considerable sum to be placed at the disposal of the librarian for the purchase of general reference books, and books which are needed to round the library out, but which would not naturally be covered by the department appropriations. If this minimum could be obtained, we should require

40 x \$50, Academy \$150.....	\$2.150
Periodicals and Annuals.....	350
Librarian	500
	\$3.000

An additional \$1,000 would increase the department appropriations \$20 each, add \$50 each to the appropriations for the Academy and Periodicals, and add \$100 to the amount at the disposal of the librarian. Until we reach this minimum, we ought to add to the income of our present endowment funds at least \$1,000 yearly. \$1,000 a year additional would enable us to have about \$35 for each department giving instruction, and would give the seminary departments about \$50, as they have the income of a special fund not available for the others. I hope that the Trustees will feel that they can appropriate at least \$1,000 for books for the coming year, and that they will be able to increase that sum very soon to the minimum named as the least sum which would be adequate to meet the library's needs.

Work of the Year.

During the year the library was open 301 days. The average daily attendance during the school year was about 350; during the summer school, 60. The total number of readers for the year was 82,559. The number of books drawn for use at home was 15,222. Owing to a change of method at the delivery desk, by reason of which no entry is made under the name of the person drawing "reserved" books, it is no longer possible to state the total number of persons who draw books from the library. The total number of persons drawing other than "reserved" books was 905.

The cataloguing department catalogued 5,096 volumes and 1,568 pamphlets. This required the preparation of 11,857 new cards. In addition, 3,175 cards were temporarily withdrawn from the catalogues in order to have additions entered on the card. The work of the Library Club (which will be referred to later) led to the revision of the subject-headings of many cards, and to the correction of the body of the card in other instances. In all, 2,428 cards were thus revised and corrected.

The demands made upon the library staff are continually increasing, and there is need of more money for administration. The income of the library available for this purpose is as follows:

Student fees (last year).....	\$1,080
Fees for late registration.....	100
Fees for private examination.....	350
Total	<u>\$1,530</u>

The average expenses of the library, aside from salaries, are as follows:

Binding	\$500
Supplies.....	300
Freight, postage, etc	100
Total.....	<u>\$900</u>

Whatever can be saved from the above items is saved, and, with the balance, \$630, constitutes the amount available for assistants' salaries. During the last few years a friend has contributed money for this purpose, or it would have been impossible to do the work of the library with the amount available.

If the Trustees will recall that the library is open 300 days of each year, that our average daily attendance during the school year is 350 readers, that the library receives more than 300 journals, prepares and sends each year to the bindery 1,200 volumes, and each year re-

ceives and catalogues 7,500 books and pamphlets, I think they will be convinced that the library staff is not adequate for the work.

More Room Required.

The crowded condition of the library, of which I have spoken at length in previous reports, continues to add greatly to our work. During the year shelves were constructed on all wall space not already occupied, and one large case was placed in the reading-room. Unfortunately, many of the new shelves are from seven to ten feet above the floor level and are exceedingly inconvenient. But by resorting to such devices we have been able to make room enough for all books, and hope that we have room enough for the additions of the coming year. The question of additional room will, however, speedily become an urgent one. We have waited patiently for some eight or ten years for the new Science building. There is at present little reason to expect its immediate construction. If the situation develops so that the library and museum must remain in the present building for, say, five years more, the most sensible thing to do would be to build an addition in the form of a fire-proof stack at the north side of the present library building. Professor Wright and I have agreed upon the general form which such an addition should take, and believe it could be constructed and the upper half fitted with iron stacks, at a cost not exceeding \$15,000. This would give a storage capacity of perhaps 75,000 volumes, which ought to take care of the additions of the library, even at a geometrically increasing rate, for at least ten years. By that time it is hoped that the museum and laboratories will be gone from the lower floor, and there will then be additional reading-room and capacity for the next ten years. A stack-room will have to be constructed before many years, in any case, as the present building is not fire-proof, and even if the museum and laboratories were at once removed from the first floor, the book capacity of the present building would probably be exhausted within ten years. It would bring the maximum amount of relief to both Professor Wright and myself if an addition to the present building could come quickly.

The Library Club.

The Library Club, which (as explained in previous reports) includes all the members of the staff, meets for an hour every Wednesday evening. The work of the year has been chiefly in classification and cataloguing. Taking up some subject entry in the card catalogue, we have examined each card to see whether the subject heading assigned was the correct heading for that particular work; this has led to the study of synonymous headings and allied headings, with the endeavor to

fix clearly in the minds of the staff the exact distinctions in meaning. Next, the coordinating of the heading with other headings was considered, involving a study of the cards representing the subject of which the heading in question was a part, and then in due course the cards representing subdivisions of the idea. In this way two general groups were studied during the year: (1) the group of religious books, classified by Mr. Melvil Dewey under 240-249, Practical and Devotional, and (2) Geology, with related questions, such as Evolution. In each group much attention was paid to classification, in order that each sub-group might stand for a definite class of books. Printed catalogues of other libraries classified by the Dewey system were examined, and where any difference in classification was found to exist, the Club discussed the two practices. If an examination of several entries revealed an apparently different practice in the use of the classification, correspondence with the library was entered into, to ascertain the exact distinctions made. Other libraries using the Dewey classification were asked as to their practice in the matter, and a conclusion was then reached as to the practice which should prevail in our library. Although the actual results in the revision of our own catalogue were small, yet a breadth and definiteness of view was gained, which abundantly repaid the members of the Club for the time given to this study.

Personal.

In November I was asked by the Trustees to give my entire time in helping to meet the provisions of the conditional gift offered to the college by Mr. John D. Rockefeller. Subsequently, the work of collecting the pledges made in that canvass was also assigned to me. This outside work left me little time for work in the library during the remainder of the year.

During the year I represented the college at the meeting in Sandusky October 1-3, 1901, of the Ohio Library Association, of which I was the presiding officer. I also attended the meeting of the American Library Association at Magnolia, Mass., June 16-20, 1902, being chairman of the college section for that meeting. At a special meeting of the Bibliographical Society of Chicago, held in connection with the Magnolia meeting, I read a paper on The Scope of an American Bibliographical Society, which was printed in the Library Journal for August, and will also appear in the Yearbook of the Bibliographical Society of Chicago.

Respectfully submitted,

AZARIAH S. ROOT, Librarian.

REPORT OF THE SUPERINTENDENT OF BUILDINGS AND GROUNDS.

To the Dean:

Sir: With the completion of Severance Chemical Laboratory and Warner Gymnasium the college owns nineteen buildings used for various college purposes. It also owns other property in Oberlin consisting of nineteen houses, fifteen barns, a livery stable, blacksmith shop, ice house, the Straus Block containing twelve store rooms and the Park Hotel, the Athletic Park, used for base ball and track athletics, Dill foot ball field, the Arboretum and the Campus.

Of the improvements made in the college buildings during the last two years mention should be made of the installation of a steam heating plant in the Chapel at a cost of about \$1700. The audience room has been redecorated at a cost of \$219.

Acting upon the suggestion made by a committee of the Board of Trustees the two Academy buildings have been put into better condition. French Hall has received new hardwood floors and modern seats to replace the old pine benches. A hot air furnace promises ample heat and ventilation for the future. Re-decoration of all rooms and halls and large additions to the blackboard space have been made. These improvements cost \$965.93. In Society Hall only ordinary repairs and more blackboards were deemed advisable at this time, costing \$50.79. Should the heating system placed in French Hall prove satisfactory, a similar system in Society Hall, replacing the numerous stoves, would be desirable.

In Finney Botanical Laboratory several partitions were removed, new window openings made and new plumbing added, increasing largely the facilities for good work in this department. The cost was \$78.00.

Portions of the old Keep House were torn down, a rear wing was moved to a better position with relation to the main part, the whole raised and a new foundation built. Plumbing in bath room, kitchen and laundry was added and the entire house newly papered and painted. There was expended \$1,238.21.

There has been a continual demand for book-shelves for the Library until every corner is filled, and it is becoming dangerous to put any more books on the upper floors. As a partial relief, shelving has been put into the Searles House west of Council Hall. I can heartily second any appeal the Librarian may make for relief from the present over-crowded condition of the Library building.

Cabinet Hall was removed during the last winter at a cost of \$294.45,

including the cost of cleaning 75,000 brick. The material saved from the building will more than pay for the cost of tearing it down..

A fire escape balcony costing \$235.00 was placed along the rear of Talcott Hall and portable fire escapes were placed in all the upper rooms in Lord Cottage, Baldwin Cottage, part of Talcott Hall and Warner Hall.

The more important changes made in other property owned by the college are as follows: the Peck house, which occupied the site of the Severance Laboratory, was moved to the front of the Metcalf lot, the Metcalf house having been moved to the rear of this lot. The interior was remodeled, a rear addition and front porch were built, bath and kitchen plumbing, furnace, gas, etc., added at a cost of \$2407.34. The Metcalf house received similar improvements, excepting the addition, costing \$1027.94.

The Dudley Allen house was well adapted for a boarding house except that the dining room was too small. Upon the offer of the present tenant to increase the rent \$100.00 a year, an addition, containing a large dining-room and two bed-rooms, was built and several alterations made in the old part at a cost of \$1209.27.

The Burrell house on East College street was raised, a new foundation built and other improvements made costing \$371.73. The rent was increased \$24.00 a year.

The old livery barn, for a long time a menace to the Straus Block, was moved to the rear of the lot, an addition built and the interior improved at a cost of \$582.00. The rent was increased from \$60.00 to \$200.00 a year.

Three of the store rooms in the Straus Block received plate glass fronts and interior improvements. Three bath rooms and two porches were added to houses other than those mentioned. Advantage was taken of the opportunity for securing material free of cost from streets where paving was in progress to grade in front of Warner Gymnasium and in a number of other places.

By the expenditure of \$3,960.00 the heating plants in several of the buildings, including those above mentioned, have been greatly improved. Others are nearly worn out and will have to be replaced in the near future. The lighting of the buildings is expensive and in many of them quite inadequate. It is still my opinion that a central heating and lighting plant would prove a good investment. A temporary improvement may be the use of natural gas, the introduction of which into the village is now under consideration.

Respectfully submitted,

C. P. DOOLITTLE.

To the Dean:

Sir: I have the honor to submit a report on the Women's Department for the academic year 1901-02.

The whole number of women enrolled during the year was eight hundred and sixty-six. The following table shows the number of women in each department.

College.....	257
Academy	134
Conservatory	413
Art	46
Summer School.....	16

Although our women are exceptionally healthy as a class, the records for the past year show a great deal of illness. The medical authorities of the town report an unusual amount of sickness throughout this part of Ohio. This general condition has greatly affected the health of our students, and has forced home upon us repeatedly the crying need of a new hospital, where first cases may be isolated. We have had epidemics of mumps, measles, tonsillitis, and influenza which have spread through whole boarding houses because we have been unable to isolate the first case. In one instance of malignant diphtheria, which proved fatal, fourteen girls were obliged to go home for the remainder of the term, because there was no hospital in which to isolate the diphtheria patient, and no room in our overcrowded boarding places for those who must leave the infected house, to escape quarantine. In several cases of typhoid fever, we have been dependent upon the kindness of townspeople for suitable accommodations and in two cases the physician himself was forced to take the patient to his own home. The large increase in the number of students has greatly reduced the accommodations formerly available in an emergency, and we are thirty miles from any hospital. May I urge that plans for at least a hospital ward with the constant attendance of a trained nurse, receive your very earnest and speedy consideration. An institution responsible for the welfare of so many hundred women cannot afford to take such risks as were forced upon us by the conditions existing here last year.

The large number of students entering Oberlin this fall makes the problem of more college dormitories a very pressing one. Of the eight hundred and sixty-six women connected with the institution last year, only one hundred and fifty could be housed in college buildings. Many students are lost to us each year because parents will not send their daughters to Oberlin unless they may live in the college halls. A

new dormitory managed on the plan of Lord Cottage and open exclusively to Academy girls would help to relieve the long existing need for more adequate accommodations.

As its means allowed, the committee on beneficiary aid afforded help during the past year to women who could not from their own resources meet the entire expense of the college course. In many cases, money has been loaned to students without interest, in the expectation that whenever they are able, they will repay the college. Assistance has often been given, partly in gifts and partly in loans. But the funds at the disposal of the committee are wholly insufficient to meet the needs of students and often bright women cannot be encouraged in their attempts to come to Oberlin, because they are without the resources sufficient for the expenses of one semester. There have been several instances of failure in scholarship and serious ill health on the part of those who have thus come without resources. The amount of aid which we can offer in such cases is not only little in itself, but very small when compared with that offered by other institutions.

I would, therefore, respectfully urge that the college provide some means for the relief of able, self-supporting girls during their senior year. The college curriculum is adapted to those who have control of their entire time for study, and the burden of self-support presses most heavily upon an able student, during the last year of her college course. I would urge that, if possible, an honorary scholarship be established, sufficient in value to cover both **board** and **tuition**, that this scholarship be awarded, at the end of the Junior year, to the self-supporting woman who has sustained the highest rank during the college course, and that the holder of this scholarship receive the title of Oberlin Scholar. Such a scholarship might lead in time to the establishment of a system of honors which would be a recognition, on the part of the college of good scholarship, and would serve to distinguish excellence of college work.

Two years ago, your attention was called to the fact that students living in college dormitories had been urged to begin an experiment in student government. During these two years, this system has received the hearty and increasingly enthusiastic support of the students and has won the cordial commendation of the women who are in charge of the different college halls. Last June, at a joint conference of the Heads of Houses and House Presidents, it was voted to put student house government upon a permanent basis. The following constitution was drawn up and afterwards adopted at a mass meeting of all the residents of college houses.

Constitution of the Student House-Government Association of Oberlin College.

ARTICLE I. NAME.

This organization shall be called the Student House-Government Association of Oberlin College.

ARTICLE II. MEMBERS.

All residents in the college houses shall be considered members of this association.

ARTICLE III. OBJECT.

It shall be the object of this association to control all matters pertaining to the government of college houses.

ARTICLE IV. OFFICERS, ELECTION, DUTIES.

Section 1. Officers—

The government of this association shall be vested in the House Council, consisting of the presidents and proctors of the several college houses, and in the Advisory Board.

The Advisory Board shall consist of the heads of the college houses and the Dean of the Women's Department.

Section II. Elections.

The president of each college house shall be elected by a majority vote of the residents of that house.

The term of office shall be one college year. The election shall be held two weeks after the opening of the year.

No one shall be eligible to this office who has been connected with the institution less than one year.

A temporary chairman shall be elected the second week in June, to serve in the place of the president during the first two weeks of the following year, and as vice president during the rest of the year.

The proctors of each college house shall be elected by a majority vote of the residents of that house, and shall serve for one term.

The elections for proctors shall be held at the beginning of each term, and at any time thereafter at the discretion of the president.

Section III. Duties.

It shall be the duty of the House President to call and preside over all meetings of the house, to see that the house rules are enforced, and to secure all permissions from the Dean.

It shall be the duty of the proctors to enforce the house customs

It shall be the duty of the temporary chairman to enforce all rules pertaining to house-government until the permanent organization of the house, and to appoint temporary proctors.

ARTICLE V. MEETINGS.

A mass meeting of the members of the association shall be held four weeks after the opening of the college year, for the reading of the Constitution and By-laws. Further meetings may be called at any time by the Dean.

The meetings of the House Council shall be called at the discretion of the Dean.

Meetings of the several houses shall be held two weeks after the opening of the college year, and at any time thereafter at the discretion of the several Presidents.

ARTICLE VI. AMENDMENTS.

Amendments to this constitution must be presented in writing at least one week before a meeting of the association, where a two-thirds vote shall be necessary for their adoption. All amendments must be submitted to the Advisory Board.

By-Laws.

I. Any resident student failing to comply with the house customs shall forfeit her right to room in any college hall. In all cases, final appeal shall be to the Advisory Board.

(II.) HOUSE CUSTOMS (Here follow detailed regulations as to quiet during study hours, Sunday customs, and the ten o'clock rule).

Each student signs this constitution as a pledge that she will loyally support all its provisions.

The rules enforced under this system are no fewer than without it, but the spirit toward all requirements is different. Those elected to office show a clear sense of the seriousness of their task and much fidelity in the administration of their duties, and among all the students there is an increasing feeling of personal responsibility.

At the end of two years, those who have watched the experiment carefully feel confident that it will prove a large factor in developing women of self-reliant character and personal effectiveness.

Respectfully submitted,

ALICE H. LUCE.

REPORT OF THE DIRECTOR OF THE MEN'S GYMNASIUM.

To the Dean:—

Sir: The offices in the new Warner Gymnasium were occupied on September 12, of last year, and physical examinations were begun there on the 20th. Daylight classes met for the first time on November 19 and evening ones December 2, though it was not until a few days before the Christmas recess that the last of the workmen left the building. The cost of construction and equipment was as follows:

Construction Account.

Architects.....	\$ 1,693.07
General contractor.....	32,137.00
Heating and ventilating.....	4,492.75
Sewer, plumbing, and gas-fitting	2,574.95
Lighting	952.93
Lockers and gymnastic apparatus, including erection	3,014.69
Traveling expenses	64 30
Grading.....	49.62
Miscellaneous items	19.38
	\$44,998.69

It is believed that the building represents an important advance over others of its class, in its general arrangement, in the convenience and comfort of dressing-room and bathing facilities, and in a variety of structural details. It has already received warm praise from a number of visitors who are well qualified to judge in such matters, and our own experience in the new quarters has been one of constantly increasing satisfaction. A detailed description, with floor-plans and illustrations from photographs, has been issued in pamphlet form under the title "Physical Training for Men at Oberlin College," and any further treatment of the subject in this place is therefore unnecessary.

The receipts and expenditures of the gymnasium for the year 1901-2 were as follows:

Receipts.

From term bills of men in the College, Academy, and Conservatory	\$777.25
" other fees.....	175.50
" rental	66.08
	\$1,018.83

Expenditures.

Teaching	\$736.40	
Clerk hire	38.90	
Janitor	100.00	
Custodian.....	62.60	
Fuel.....	325 46	
Lights.....	123.96	
Water	44.55	
Insurance.....	38.98	
Printing, stationery and postage.....	18.75	
One-third expense of grading, account of Cabinet Hall ...	20.33	
Supplies and repairs.....	355.66	
Miscellaneous items	3.50	
		\$2,069.09

	Estimated.	Actual.
Expenditures, 1901-2.....	\$2,100.00	\$2,069.09
Income from fees, etc	950 00	1,018.83
Amount drawn from University funds ..	\$1,150.00	\$1,050.16

The cost of the stone walks leading to the building amounts to \$459.31. This item is not included above, since the walks were not completed before the end of the financial year 1901-2. The budget for 1902-3 contemplates an expenditure of \$2200; but since the interest on the endowment fund of \$5,000 will probably become available for the first time during the current year, it is expected that the actual demand upon University funds will diminished. The chief change in the new budget is in the amount (\$1050) allowed for teaching. It has been possible to secure the services of four members of the Academy faculty, three of whom gave instruction in the gymnasium while they were undergraduates, and this has rendered necessary a rate of compensation comparable with the amount received for instruction in other departments.

The number in attendance at the gymnasium during the year 1901-2 was distributed as follows:

Students in the College	182	
Freshmen 74, Sophomores 49, Juniors 30, Seniors 22, special 5, graduate 2.		
Students in the Academy.....	128	
" " Conservatory of Music.....	51	
" " Theological Seminary.....	12	
" " Art Courses	1	
Members of the Faculty.....	8	
		382
Pupils in the Public Schools.....	28	
Students in the Business College.....	9	
Citizens	14—51	
Total enrollment.....		433

A comparison with the figures given in the last College catalogue will show that three out of every four male students in the entire institution, and two out of every three in the College department, were in more or less regular attendance at the gymnasium.

The plan of work adopted was in some respects only tentative, for the change in material equipment was so extreme that some experimenting seemed advisable before the introduction of considerable modifications. 247 first examinations and 17 second examinations were made in the first semester, and 11 first and 13 second examinations in the second semester. On account of my absence no regular physical examinations had been made during the preceding year, and thus the number requiring attention was unusually large. Six classes, meeting at 8:30, 9:30, 10:30, 2 and 3 (2 sections), began work November 19th, and on December 2nd five additional ones, at 4 (two sections), 7:30 p. m., and 8:30 p. m. (two sections). Of these eleven, eight were kept open five times a week until April 26th, and the remaining three until June 21st. Besides these regular hours, the building was open to students on Monday mornings and Saturday afternoons. Basket ball teams were also formed by each of the four College classes in the winter term, and these were granted the use of the floor on four days of the week from one until two o'clock and from 6:30 till 7:30 p. m.

The most important advance step since the organization of the department in 1892 was taken at the beginning of the present year. By vote of the Faculty, a series of four semester courses in Physical Training is now included among the courses of instruction offered in the College department. The classes meet three times a week upon the floor of the gymnasium, and the student who enters one of them will receive one hour of credit upon satisfactory completion of the work. This action is taken primarily because it is believed that these courses, if properly arranged and conducted, will have a disciplinary and educational value entitling them to rank with others in the curriculum, making their own peculiar contribution toward the development of complete manhood. They will promote the aim of the department to do something more than provide facilities for physical recreation. If they serve also to increase its dignity in the eyes of the students, and lead those in authority to expect and require a high degree of efficiency in administration and instruction, these will not be the least valuable results.

"Visitors' evening," on April 25th, brought together an audience of about three hundred to see two series of class exercises and some performances by smaller groups of men. It netted \$35.13, used in the

purchase of additional apparatus. On Monday of Commencement week all parts of the building were open to visitors from 9 till 11:30 and 2 till 5 o'clock, the members of the teachers' training class acting as guides. Two days later the alumni dinner was served in the main hall on the second floor. At its conclusion, and before the usual speech-making was begun, Dr. Warner informally presented the completed structure to the College. This was not the first occasion on which the building had proved its adaptation to other purposes than those for which it was primarily designed. The Thanksgiving party of the Seniors, the reception given by the Faculty to the students on the evening of Washington's Birthday, and the memorable College Art Exhibition which extended from the 1st till the 12th of April, were all held within its walls.

During the summer a 32-page pamphlet was issued under the title "Physical Training for Men at Oberlin College." It contains eighteen pages of illustrations showing the important features of Warner Gymnasium and of the athletic fields belonging to the College, followed by eight pages of descriptive text, and by simplified floor-plans of the gymnasium. It was intended mainly for advertising purposes, to assist in drawing men to the College, but has also been sent out to persons making inquiries regarding the facilities and organization of the department, and to a large number at home and abroad who are actively engaged in the work of physical training.

The Athletic Association has assigned \$75.00 from the proceeds of last winter's basket ball games to the trophy room in the gymnasium, to be applied toward the purchase and proper display of photographs of varsity and class athletic teams, the preparation of tablets giving the college records in the various field-day events, and the exhibition of athletic trophies won in intercollegiate meets. Already a good beginning has been made in the way of collecting and framing varsity group photographs, and the room bids fair to become in time one of the most attractive in the college buildings, and an object of interest to every returning alumnus. The director's office and the examining room have also been rendered more attractive by the addition of appropriate pictures and other furnishings. The aim in all this has been to win the student's interest at the start, and give him a pride in the building that will insure its proper use.

In October of last year the Director was appointed one of the associate editors of the American Physical Education Review, the official organ of the American Association for the Advancement of Physical Education, and was assigned the department of history and German literature of physical training. In April he presented a paper on School

Gymnastics in Germany before the Southern Michigan Physical Education Association, at Detroit. During July and August a series of ten lectures on the history of physical training was given in the Harvard Summer School, and in connection with this course a select bibliography of the history of physical training was prepared, which has since appeared in the Physical Education Review and been issued as a reprint.

Respectfully submitted,

FRED EUGENE LEONARD.

REPORT OF THE DIRECTOR OF THE WOMEN'S GYMNASIUM.

To the Dean:

Sir: The leave of absence so kindly granted me was mostly spent in study at Cornell University. On my return home a considerable readjustment of the work of the department was made necessary by the division of the year into semesters instead of terms; and by the action of the faculty which made gymnasium exercise for the young women of the college department elective instead of required. Allowing them to elect four semesters of work, each of which credits one hour towards a bachelor's degree, makes it necessary for three of the gymnasium classes to be taught from the opening to the close of the college year, instead of from November to May.

The number enrolled in the Gymnasium classes for the first semester was larger than could be accommodated in the building. (The requirement had not then been removed.) Accordingly the Juniors were excused. The total enrollment for the year was 435.

The number of entrance physical examinations given was 240. The largest number ever previously given was 214 last year.

Special pains have been taken this year to encourage out of door sports. 80 or more young women were taught skating on the Rockefeller skating floor. 114 asked permission to play basket-ball, and 98, after a physical examination, were allowed to play. The games for the championship were not played this year, as the time set for them came during President Barrows's illness. 23 girls played center ball and the Tennis Association numbered 56.

Health of the Young Women.

As to the general health of the young women for the year, the opinion of the physicians in town seems to be about evenly divided—some of them thinking it was better and others that it was not as good as the previous year. The second physical examination in the

gymnasium showed that the general health of those examined was quite as good as usual. Of severe cases of illness there is no doubt but that the number was unusually large and the need of a hospital was keenly felt.

Normal Course in Physical Training.

In the Normal Course in Physical Training I gave the courses in Massage, Applied Anatomy, Medical Gymnastics, Physical Examinations and Diagnosis as usual. Dr. Runyon gave a one-hour course dividing the time between Pelvic Anatomy and Physiology and Emergencies.

A New Gymnasium for Women.

During all the years that efforts were being made to secure a new gymnasium for the men the needs of the women in that line were purposely held in abeyance, but now that the men are properly housed and equipped, it seems fitting that the needs of the women should be presented. There is urgent need of a larger and better equipped building with the addition of a swimming tank and a field for out-of-door sports.

More space is needed to accommodate the 860 young women of the institution. The utmost number that can be accommodated by keeping the present gymnasium open eight hours a day is 350.

The main room of the Gymnasium is only 29 by 37 feet, with a row of posts through the center. Such a room does not admit of the duplicate pieces of apparatus which would conserve the students' time. Good squad work where the class is broken up into three or four divisions is also an impossibility in such a room.

Seventeen years of experience here in the Gymnasium has shown that all but a small number of these 860 women would have better health and better mental development if they took regular, systematic exercise, which they will not do except under supervision. Regular exercise should be required for the 400 women of the Conservatory as well as for those in the Academy. This is impossible so long as we have so little room. The character of the work in the Conservatory makes regular exercise more imperative for the young women there than for those of the other departments. Hygienic Gymnastics would certainly lessen the number of those who break down nervously.

More space is needed for in-door sports. At present there is no chance of indulging in these sports which are of so much value during the winter months. The floor space of the main room is too limited. But the use of even this small space is precluded by its being occupied seven hours a day by the regular gymnasium classes.

More space and a better equipment is needed for the students in the

Normal Course in Physical Training. There is no room but the Director's office where these pupils can see the cases of abnormal development and be practically taught how to give corrective gymnastics. The office can not be properly equipped for this work, and besides the room is needed for regular office work. Each year some of these pupils are sent out to fill positions as Directors of College Gymnasias where the equipment is better than it is here. They begin work at a disadvantage because they are obliged to use apparatus of which they have no practical knowledge.

The need of a Swimming-Tank. Aside from the fact that every girl ought to know how to swim as a means of safety, there is probably no better all-round exercise than swimming. There is special need of a swimming tank here to give variety of exercise. The country about us lacks the diversity which lends attractiveness; there is no mountain climbing; the walks are pleasant but there is a sameness about them; there is no rowing, canoeing, or sailing.

The young women need a field for out of door sport. There should be a place where out-of-door gymnasium apparatus could be put up, where Basket Ball, Center Ball, Tennis and other out-of-door games could be played. This field should also include a secluded portion where young women who need rest in the open air could swing their hammocks and be free from intrusion.

Electric lights ought to be put into the Gymnasium at once. The plumbing of the shower-baths will soon need to be replaced and a bath stove and boiler added. It seems a pity to put more money into a building so inadequate to the needs of the department.

All of the present building could be put to immediate use—the upper floor for additional student rooms for Talcott Hall; the small rooms on the lower floor restored to the original use as servants' rooms and the main room as a recreation room for the young women of the college.

The number of students in the Normal Course is growing rapidly.

Number of students in 1900-01 1.

Number of students in 1901-02 18.

Number of students in 1902-03 27.

More applications for teachers of Physical Training are coming from colleges and Young Women's Christian Associations than can be filled, and Oberlin seems called upon to fill a definite need in this direction. With a proper equipment she could easily be the first Physical Training School in the country.

Notwithstanding the pressing needs of other departments, I beg of you to give these suggestions your careful consideration.

Respectfully submitted,

DELPINE HANNA.

DEPARTMENT REPORTS.

THE COLLEGE.

REPORT OF THE DEAN OF COLLEGE MEN.

To the Dean:

Sir: I am pleased to report that the discipline among college men is almost all that could be desired. We have reason every day to believe in the loyalty and good intentions of the Oberlin student. Such cases of discipline as came before the committee this past year were due in the main to thoughtlessness of youth and in some instances to a misunderstanding of some regulation.

During the year no men have been permanently cut off from the Institution. Sentence of dishonorable dismissal was passed upon two, but the attitude of the offenders so changed that the committee felt justified in suspending the sentence. These two cases came up under the tobacco rule. Your committee expects more or less trouble in securing the enforcement of a prohibition of this kind, since many men come to college with the habit of tobacco-using upon them. They feel however that the effort is well repaid in the effect of abstinence upon the mental condition of the student and the freedom of our halls and recitation rooms from offensive odors. I have yet to meet an Oberlin student who would have this regulation removed, and while it may not be possible to permanently cure many who come here with the habit, yet it is possible to make the use of tobacco so unpopular that students shall not acquire the habit while here.

Respectfully submitted,

WILLIAM GEORGE CASKEY.

REPORT OF THE PROFESSOR OF BIBLIOGRAPHY.

To the Dean:—

Sir: The work in Bibliography offered for the first semester was given to a class of seven. Before the end of the Semester, however, extra work was laid upon me by the Trustees, which made it neces-

sary to give up entirely the two courses offered for the second Semester and to ask for much accommodation from the classes for the remainder of the first Semester.

There has been considerable inquiry from outside as to the work in Bibliography, largely from students who wish to prepare for library work. I have invariably discouraged these latter inquirers, and have urged them to attend one of the many library schools which are now giving instruction. It is not the intention of the courses which I offer to prepare the librarian for his work, but to prepare the general reader for a more intelligent use of libraries, and to aid him in an understanding of the history of the printed book. It is probable, however, that those students in our college who look forward to library work as an occupation will find it helpful to elect these courses as preliminary to special technical study. Such work cannot at present shorten their library school course, as it is not generally offered in the library schools, but it will give them a broad preparation which ought to be of great service to them.

More than in most courses is illustrative material necessary for work in Bibliography. While the library has a considerable number of 15th Century books, and a large number of works published in the 16th and 17th centuries, yet there is very much still required to make possible the best instruction. There is need, also, of large additions to the Bibliographical tools of the librarian.

Respectfully submitted,

AZARIAH S. ROOT.

REPORT OF THE PROFESSOR OF BOTANY.

To the Dean:—

Sir: The statistical report outlines the instruction of the department for the year. Last year saw the transfer of the two largest courses in Botany from the required list to the elective. This change brought with it a considerable reduction in the number of students registered in Botany. The present year, however, there is a decided reaction, the number registered in Botany being nearly twice as large as for the first semester of last year.

Two graduate students, Miss Elizabeth Aborn, O. C. 1900, and Miss Isabel S. Smith, O. C. 1901, received in June the degree of Master of Arts for work in the department. Miss Smith is spending the present year in graduate work in botany at the University of Chicago.

In past reports I have emphasized the urgent need of a small greenhouse to render the work in Plant Physiology in any degree satisfac-

tory. It is a subject of much general value, and of special importance to those who aim to teach Natural History. A greenhouse is the indispensable laboratory for its proper presentation. After four years endeavor to give the course without this necessary equipment, I feel compelled to discontinue it until a greenhouse is secured. I do this with regret, for this course is an important one for the proper balance of the department's work.

During the year the herbarium has received by gift from Miss I. S. Smith, O. C. 1901, a collection of 170 mosses and 100 ferns from the Alps and the Eastern United States; from Mr. A. W. Monosmith, O. C. 1902, about 100 plants from Iowa; besides a number of smaller donations from other friends. By purchase the additions have been 200 species of fungi and 250 species of Algae, the continuation of sets previously contracted for; and a valuable set of 533 plants and 92 photographs illustrating the plant formations of Colorado. An addition of 335 Ohio plants has been made by exchange with the Ohio Agricultural Experiment Station.

In the summer of 1901 a collection of about 5000 specimens of mosses, lichens and liverworts was made by the head of the department in Montana, Idaho, and Washington. Much work has been done during the year in preparing this material for the College collection and for exchange. About 2000 specimens of Lorain county plants have been collected, and await study. The total additions for the year amount to nearly 9000 specimens.

The department has mounted and inserted in its organized collection about 2075 plants from these and previous additions. Of this number more than 1100 had to be studied and named.

The increasing value and influence of the herbarium is shown by the loan of over 8000 specimens to the New York Botanical Garden for the use of one of its specialists. The present appropriation for the herbarium barely suffices for clerical help and the purchase of a few plants. A considerable increase is imperative for expert assistance and for the purchase of authoritative collections, if the herbarium is to meet the demands made upon it.

A large number of young trees were planted in the Arboretum by the students on Arbor Day. But little can be done with the very limited income to develop the Arboretum. It is sadly in need of some endowment.

I cannot close my report without a reference to the many and great needs of the department library. Three hundred and fifty dollars are needed at once for two sets of books necessary for reference in two courses of botany.

Respectfully submitted,

F. O. GROVER.

REPORT OF THE PROFESSOR OF CHEMISTRY AND MINERALOGY.

To the Dean:—

Sir: The past year has witnessed a great change in the condition of the chemical department, occasioned by the superior advantages offered the students in chemistry by the new Severance Chemical Laboratory and by the fact that the teaching force has been increased by the addition of an instructor, Dr. Taylor, whose full time is devoted to the work of this department.

That the students appreciate the improved facilities is shown in the fact that the 101 students who elected the subject of general chemistry last year was an increase of 26 over the numbers of the preceding year, and that the class, this fall, numbers 150, an increase so great as to make the employment of an additional laboratory assistant a necessity.

One of the large laboratories of the new building is, for the present, used by the department of zoology, and a smaller one by the librarian for the storage of duplicate books. Should larger numbers elect chemistry next year, these rooms would be imperatively required for their accommodation.

The chemical library, now kept in the new building, has been enriched by a valuable gift from Mr. and Mrs. Seabury C. Mastick ('91 and '92) of New York City, consisting of bound volumes of a leading German periodical, covering a period of twenty-five years.

The library is greatly in need of books and periodicals for the use of both instructors and students, and, without a large addition to its present supply, the work which the department is otherwise equipped to accomplish cannot be done.

Courses in Assaying and in Theoretical and Physical Chemistry will be offered during the first semester of 1902-03.

Respectfully submitted,

F. F. JEWETT.

REPORT OF THE PROFESSOR OF ECONOMICS AND SOCIOLOGY.

To the Dean:—

Sir: According to the usual practice of this department, the courses offered last year were new with one exception, alternating with those of the previous year. Although the method entails considerable extra labor, it seems necessary in order to meet the demand for further work in economics. The statistics of courses are given in the appendix; all courses are elective.

I desire to emphasize certain urgent needs of the department: First, the absolute necessity of an adequate appropriation for the library; Second, the desirability of making provision for additional instruction in Political Science, work which I have taken up to meet the request of students, especially of those who expect to pursue the study of law, but to the development of which I am not able to give the necessary time or attention.

Respectfully submitted,

ERNEST L. BOGART.

REPORT OF THE PROFESSORS OF ENGLISH.

To the Dean:—

Sir: I desire again to call your attention to two serious needs of the Department of English. The first is an instructor to have charge of the required work in Composition for Sophomores, and to offer at least one elective course. At present, I am meeting 157 Sophomores in two sections, and though I have the assistance of Mr. Pendleton in reading themes, I am prevented, by my regular work in Literature, from giving the students the individual attention that they require. The class ought to be divided into five sections, and the instructor ought to be able to give at least four hours a day to theme-reading. I believe nothing in the curriculum is more essential than that the writing of each student receive individual and constant supervision. The Freshmen are receiving admirable instruction from Miss Barrows and her assistants, but one hour a week serves merely as a beginning. Our requirement, one hour a week throughout the Freshman year and two hours throughout the Sophomore year, is less than that of many colleges where the need is perhaps less great than at Oberlin. At Columbia, it is five hours; at the University of Pennsylvania, four hours; at Brown University, five hours. The two last-named institutions require one hour of Composition throughout the Junior year. With a proper staff of instructors, our requirement might perhaps serve our purpose; under the present circumstances, it is wholly inadequate.

I have been led by the requests of the students themselves to offer an elective course in Composition, of one hour a week throughout the year. The number admitted to the course is limited to thirty, but I have had more than forty applications. It seems little less than unjust to offer in small measure what students so obviously desire and need. An instructor whose work was confined to Composition could greatly enlarge and enrich this course.

The entire amount of Composition offered in the College is, therefore, four hours. Cornell offers fifteen, Columbia fourteen, Wisconsin nineteen, Michigan twelve, the Ohio State University eleven, Adelbert nine, Brown eight.

It would of course be possible for me to emphasize the Composition at the expense of the courses in Literature, but in the first place, I came to Oberlin with the understanding that I should have no work in Composition, and in the second place, I am without special training for such work. It is humiliating, considering the attention paid to Composition elsewhere—for example, at the Ohio State University, by Professor Denny, and at the University of Michigan, by Professor Scott—that the advanced courses in Oberlin should be in untrained hands.

Moreover, the demands made upon me by the work in Composition obviously injure, to some extent, the work of the Department of Literature. The administrative duties of Professor Luce make it clearly impossible for her to offer more than two courses. I am, in the present situation, able to offer only one really advanced course in Literature, a course of three hours a week throughout the year. The course in the linguistic aspect of English I have reduced to the lowest terms consistent with decency, two hours a week. Professor Luce and I are agreed that a course in the history of English Literature is essential to a proper appreciation of the advanced courses, and that in any case a general survey of the field of English Literature, supplemented by a copious and rapid reading of the masterpieces, is of the utmost importance for the average student, whether specializing in English or not. This course was elected last year by 130 students; this year by 133. As these students are for the most part immature, it is plain that they ought to receive a kind of personal attention that is quite impossible when so large a number meet in one section. I desire to be released from my work in Composition in order that I may meet this class in three sections; otherwise, I see no solution of the problem but to limit the number admitted to the class, which would defeat our object. There should be at least one more advanced course in Literature, as there are several important periods that we are now compelled almost wholly to neglect,—a course in Chaucer, for example, can be offered only in alternate years—and such a course I should be glad to offer.

For these reasons, I venture to renew my appeal for an instructor to take the work in Composition that I am now doing. It is not necessary that a large expense be incurred. Among the very recent alumni of Harvard and Michigan, I am confident that a well-trained

man could be found, in every way suited to our purpose. I beg to suggest also that such an appointment be made at once, so that the present unsatisfactory condition may end with the present semester.

The second need of the Department is one that it shares with others, a considerable increase in the resources of the Library. We are handicapped in every course by inability to refer our students to even the ordinary books. The earliest period of English Literature is virtually unrepresented; four or five volumes represent the large and important body of the lyric and dramatic work of the Elizabethan Age, exclusive of Shakespeare, and those volumes are not standard editions; the Library does not contain the complete works of Defoe, nor Swift, nor Steele, nor Richardson, nor Fielding, nor Samuel Johnson. It is not for the luxury of commentaries that we plead, but for the necessity of texts. We therefore request that at least two hundred and fifty dollars be appropriated for the immediate needs of the section of the Library devoted to English Literature.

Respectfully submitted,

C. H. ▲. WAGER.

To the Dean:—

Sir: During the past year, I have conducted in the Department of English Literature, a course in Chaucer, a course in Shakespeare, and a course in Nineteenth Century Masterpieces. In each of these courses, the lack of adequate library equipment, already emphasized by Professor Wager, has made right methods of literary study impossible. Scholarly work is out of the question when, as is true in my class this term, sixty students can have no access to commentaries published later than ten years ago, and must get their only knowledge of authoritative Shakespearian biography from a single book loaned by the instructor. It is equally impossible to do efficient work in Nineteenth Century Masterpieces when sixty students cannot be referred to any adequate bibliography of even one of the authors studied. In view of these facts, I would respectfully urge that, if possible, the sum of two hundred and fifty dollars, already asked by Professor Wager, be granted for library equipment in the Department of English Literature.

I would also suggest that if the English Department is to accomplish the definite aims it sets before itself, the time devoted to English Composition should be at least doubled. A large portion of that formal training in the writing of English, desirable for every college graduate, must be obtained by our students after coming to Oberlin. To that end, the course in Freshman Composition, which has been so ably conducted by Miss Barrows during the last two

years, should be made a two-hour course. While fully aware that to every active department its own interests appear supreme, I still believe that no money is better invested for the long future than that spent in increasing the efficiency of work in Freshman Composition.

Respectfully submitted,

ALICE H. LUCE.

REPORT OF THE PROFESSOR OF GEOLOGY AND ZOOLOGY.

To the Dean:—

Sir: The adjustment of work to the semester system was made in this department principally by lengthening the courses in most of the subjects, while a few of the subjects were withdrawn. Mr. Jones carried the courses in Comparative Anatomy and Ornithology, and took the brunt of the laboratory work in Outlines of Zoology and Histology. In Zoology, Mr. Robert Logan Baird, of the class of 1902, rendered excellent service as student assistant in the laboratory. The hours of laboratory teaching are often prolonged beyond the scheduled time in order to accommodate students who have conflicting appointments.

For the present year, on account of the increased enrollment, it has been necessary to increase our laboratory equipment. Eight new microscopes of fine quality have been purchased, at the duty-free prices which are allowed upon foreign instruments. This enables us to increase the size of the laboratory sections to about as large a limit as is desirable.

During the year, valuable additions to our collections in paleontology have been made, including Permian fossils from Kansas, Carboniferous forms from Missouri, Tertiary shells from Florida, collected by our fellow-townsmen, Mr. Henry O. Swift, and about a hundred pounds of Hamilton fossils from the Little Traverse region of Northern Michigan, collected by myself. Much valuable work in the study and preparation of these forms has been done by Mr. H. Chester Tracy, of the class of 1902. An excellent article by Mr. Jones, entitled "Winter Studies of Oberlin Birds," which summed up the work of many seasons, was published as a Laboratory Bulletin. These Bulletins bring to the Library many valuable exchanges from scientific societies.

This report would fail to describe the present situation of the department if it did not speak of its pressing need of more space for its work. Appreciating highly as I do the equipment which we possess, and with no spirit of complaining, but with the purpose of being faithful to the interests of the students and the college as a whole. I must proclaim aloud our need of a Natural History building, or of some

other adequate quarters for our materials and our work. Both the quantity and the quality of the work of the department are, to a degree, reduced by this lack.

There is not elbow-room enough for the students in the laboratories, while a large portion of the educational materials of the museum are packed away, and inaccessible for practical purposes. When the Library building was first opened sixteen years ago, the entire first floor, together with the cellar and the attic were reserved for this department. The rights of the Library were naturally paramount, and move after move has been made, to provide space for the books. The workrooms in the attic were soon driven over to the Finney building. The museum space has four times been encroached upon; once for an additional laboratory for our own department, and three times for stacks for books. Museum cases were carried to the unused corners of Peters Hall, or piled upon each other until they reached the ceiling. The deposits in the cellar have been increased by such specimens as could best bear storage there. The cellars of the Severance Chemical Laboratory were opened to receive ever increasing piles of boxes, which there is no room for opening or studying. One fine laboratory in that building has been opened to us for advanced work in anatomy, histology, and paleontology, the instructors oscillating between the two buildings with their books and tools under their arms. Another room in the chemical laboratory is full of books from the library, for which no storage place could be found elsewhere. The library belongs to the whole university, and when it is cramped, every department suffers.

Relief from the present situation is urgently needed at once. If a new building cannot be secured immediately for the Natural History subjects of botany, zoology and geology, with their laboratories and collections, it may be well to consider the feasibility of building an addition to the library, which will provide stack rooms for books in the upper story and increased working space for zoology and geology below. Mr. Root and myself have conferred about such an addition. We believe that it could be built as a harmonious and permanent extension of the Library building, and the whole of it will be needed, before many years, for Library purposes alone. Meanwhile it would restore unity and efficiency to two departments which are now seriously hampered by lack of every day, working space.

Respectfully submitted,

ALBERT A. WRIGHT.

REPORT OF THE PROFESSOR OF THE GERMAN LANGUAGE AND LITERATURE.

To the Dean:

Sir: The need of an enlarged teaching force in the department of German, presented in my report two years ago, was partially met in the fall of 1901 by the appointment of Mr. Charles King Barry as instructor in German, to do six hours of teaching. The desirability of having a separate college class for beginners was so evident that Mr. Barry most kindly offered to do two further hours of teaching gratuitously. Thus he carried throughout the year a four-hour course in German 1 and one section of German 3 (four hours.) The work of the department for the year was conducted as shown by the tabular statement, by Mr. Barry (eight hours) and myself (15 hours.)

Permit me to call your attention to the situation of the department for the present year and its need for the immediate future.

The severe tax of attempting the work in German in addition to the large number of hours given to Conservatory teaching made Mr. Barry unwilling to continue the arrangement a second year. In view of the financial situation it seemed to the committee on appointments the best feasible temporary arrangement to again provide in the Academy for the College students beginning German and to ask Mrs. Swing to teach one section of German 3 (four hours.) This arrangement was entered upon at the beginning of the year. There are now in the department 225 students, 96 men and 129 women, 47 more than at the same time last year. The numbers in German 3 (second year) were so large as to make a redivision imperative, if satisfactory work were to be done. Hence a third section was formed, which Mrs. Swing is teaching.

The college work in German is being carried at present as follows:

Name of Teacher.	Schedule No.	Description of Course.	Teaching hrs. per week.	Students.	
				Men.	Women.
McDaniels	1	Elementary German	4	20	18
Abbott ...	3	Second Year German.....	4	14	18
Swing....	3	" " "	4	12	15
" ...	3	" " "	4	12	15
Abbott ...	5	Introduction to Drama	3	13	19
" ...	7	Composition.....	1	10	15
" ...	9	Rapid Reading.....	2	10	14
" ...	13	Goethe and Schiller	3	4	9
" ...	15	History of German Literature.....	2	1	6
				—	—
				96	129

It will be seen that Miss McDaniels, a tutor in the Academy, is giving four hours a week to the teaching of college students. In the in-

terest of the Academy it is obvious that this arrangement should not continue.

The best interests of the department demand the services of an instructor who shall give his entire time to the college work. I would most respectfully call your attention to the urgent need of such an appointment.

Respectfully submitted,

ARLETTA M. ABBOTT.

REPORT OF THE PROFESSOR OF GREEK LITERATURE AND GREEK ARCHAEOLOGY.

To the Dean:—

Sir: The courses given last year in the department of Greek Literature and Greek Archaeology were not different from those before offered. A year ago for the first time candidates for the degree of A. B. were not required to present Greek for entrance, nor, if Greek were presented, were they required to pursue that language further.

The number in Freshman Greek a year ago was somewhat less than the average for years past. This fall there has been a further decrease. Greek, if not required for entrance, will be and is the first study to be dropped from the curriculum of the High School. A still further decrease in the number of those who present Greek for entrance may be expected, particularly in the case of those who come from the Middle and Western States. A course covering in one year the Greek required for entrance would meet the wants of any who might desire to begin Greek in college. Courses in elementary French and German have always been offered. A course in Greek like that suggested is already in successful operation in some institutions.

The greatest need of the department is funds for the purchase of books and apparatus.

Respectfully submitted,

CHARLES B. MARTIN.

REPORT OF THE PROFESSOR OF HISTORY.

To the Dean:

Sir: In behalf of the History Department I wish to beg the Trustees to consider the needs of the Library. I do not forget the special funds which are available for historical works for the Library, and I wish especially to express the thanks of all History students to Mr.

E. A. West of Chicago, who, during the past year, has, by the gift of \$250, made it possible to add to the Library that indispensable work, the English Dictionary of Biography, in 66 volumes, I believe. At the same time, the Library is the laboratory of the historical student in College to a degree that does not hold good in any other department of the College. Modern methods of instruction in History send the student to the Library for his work, just as in Chemistry he is sent to the laboratory. At present we have scarcely a duplicate in the Library, and the result is that very often the student finds that the very book which is simply indispensable to his work for the day is either in the hands of other students, or lost from the Library, or in the hands of the binder, or in some other way out of his reach. A good deal of complaint is made by the students that so many of the books are reserved through the term; but this seems the only way to accommodate any large body of students as long as we have classes of thirty, forty, or (in Mrs. Johnston's case) 80, 100, or even 120 students, in the same class. If the work in History is to be done with any satisfaction in the modern methods, there is urgent need that not less than \$1000 be spent at once in duplicates, giving us six or eight copies of some of the standard and most frequently used works, and at least three or four copies of others less often called for. We ought also to have not less than \$300 a year to keep the Library abreast of the new publications in History and to add a few of the older works which it has long needed.

There is also urgent need of at least \$200 to provide large scale maps of England and America, which may be kept in the lecture room, ready for use at any moment. From private resources a beginning has been made in the purchase of a few State maps, but the series ought to be completed, and a similar series of English local maps ought to be provided.

Respectfully submitted,

L. B. HALL.

REPORT OF THE PROFESSOR OF MEDIAEVAL HISTORY.

To the Dean:

Sir: This report is similar to the report of last year. No changes in the courses offered are proposed for the coming year. There seems, then, no necessity for a lengthy report; but we take this opportunity to say, that the teacher of History in Oberlin College is sorely limited for the want of suitable books in our library. If you doubt this, please turn to the summary of classes as arranged by

the Secretary; note the number of students electing Mediaeval History, Spanish History, Italian History, History of Civilization, History of Mediaeval Architecture and History of Renaissance Painting; then go to our library and see on the reference shelves the books we have that refer to these subjects. In Spanish History, for example, there is not one book for every ten students. Under these conditions, how can a teacher insist upon outside reading? We need books up to date; we need duplicate copies of standard works. Out of a full heart I repeat, we need books, books, books.

Many thanks are due to Professors King, Swing, and Bogart, who, in addition to their own classes, divided among them the classes of this department, and successfully carried the work while the regular teacher was absent working in the interest of the \$300,000 necessary to the securing of the Rockefeller gift.

Respectfully submitted,

A. A. F. JOHNSTON.

REPORT OF THE ASSOCIATE PROFESSOR OF THE LATIN LANGUAGE AND LITERATURE.

To the Dean:—

Sir: In this report, the first that I have the honor to present for the department of Latin, I can of course record nothing more respecting the work of last year than the statistics furnished by my predecessor. These will be found in their appropriate place in the appendix at the end of this volume.

I cannot forego the opportunity, however, to call attention to what seem to me two urgent needs of the department. The first is that of more liberal library facilities. The section of the library devoted to Latin is now without a single copy of the works of some Latin authors of considerable importance; it has practically no foreign editions of recent date of even the great authors; and of auxiliary works, books of reference, etc., its stock is quite inadequate. It must be clear that with such defects the library can neither provide the teacher with late, fresh information upon the topics he is to present to his classes, nor afford him the means for advanced private study and research in his chosen field of learning. That the teacher cannot from his own salary supply all or even a large part of the means necessary for these purposes goes without saying. Hence there is bound to be always, under present conditions, a lower standard of teaching than might otherwise be reached, and there is constant danger of loss of enthusiasm, and consequently of teaching power, sim-

ply from lack of proper means to work with. Hence I would urge that at the earliest possible moment means be found and appropriated for regular and reasonably rapid additions to this department of the library.

The second need, equally urgent, in my opinion, is that of assistance in the work of instruction. At present courses amounting to twenty-four hours a week are given, seven by Professor Hall, seventeen by myself. Apart from the facts that by this arrangement seven hours a week are taken from the department of history, manifestly to its considerable detriment, and that somewhat heavier work is laid upon me than has been found in the best colleges to be consistent with the greatest efficiency of teaching, there are two further positive objections to the present plan. One is that it is now impossible to give the Freshmen suitable instruction in prose composition—a discipline neglected by almost no other college, and especially necessary where students have previously had such poor training in the subject as most of ours have received. It cannot now be given because there is neither time nor strength on the instructor's part for the necessary labor of correcting the exercise-books. The other objection is that so large a proportion of the time of the professor of Latin is now necessarily devoted to teaching the several sections of Freshmen that too little is left for advanced courses. Even by omitting one Freshman section in the second semester and thus enlarging the other sections, already too large, but five hours in the first semester and seven in the second have been found available for advanced work, and two of these are given over to a course for the training of prospective teachers. The result is that our offerings of courses in the literature are extremely meager, and insufficient, as was apparent on the days of registration, to meet the demands of advanced undergraduates who do not intend to teach, as well as of the graduates who are now beginning to come to us. In fact, I have felt myself obliged this year to provide and superintend a five-hour course of reading for graduates, in addition to the seventeen hours announced in the schedule.

It should be noticed also that the number of students in the department is not diminishing, as it was expected to do when the subject was made wholly elective, but is actually growing. The total number enrolled this year in the various classes is 220, as against 174 in the first semester of last year. Especially gratifying is the growth of the higher courses, all of which show a per cent of increase ranging from 20 to 100. And this increase is not spasmodic, but part of a steady upward movement shared by colleges all over the country.

That it is practically certain to continue is shown by the facts, brought out by the United States Commissioner of Education in his last report (1899-1900, Vol. II, p. 2123), that over fifty per cent of all the high school students in this country now study Latin, a larger number than study any other subject except algebra, and that in the eleven years preceding the date of this report the number studying Latin grew more rapidly than did the number pursuing any other subject, having risen steadily from 34.69 per cent to 50.61 per cent. Our college students of Latin are likely, therefore, to continue to be numerous. It is surely the part of wisdom to make ample and early provision for their needs, and not to permit the healthy growth of the work to bring an injury upon it.

I am of the opinion that at least twelve hours, and probably fifteen hours, of the time of an additional instructor could be profitably used in this department.

Respectfully submitted,

CHARLES NELSON COLLE.

REPORT OF THE PROFESSOR OF MATHEMATICS.

To the Dean:—

Sir: Beginning with last year the Freshman mathematics has been made a four-hour course throughout the year, instead of three hours per week during the fall term and four hours per week during the winter and spring. The new arrangement makes it possible to do in a less hurried and more satisfactory manner the work that we have been trying to do. Some of the divisions are too large for the best results, and the attention of the trustees is called to the fact that in proportion to the number of students in the department, our teaching force in mathematics is smaller than in many other good colleges. It seems as if the time had come when some additions must soon be made to the force in the department. Mr. Cairns ought to give his entire time to the college work, and even then it will not be possible to do all that ought to be done.

The courses for the Freshmen and Sophomores in pure mathematics are very nearly the same year by year. Mr. Cairns had been giving each year a course in Surveying. Last year he introduced a course in Descriptive Geometry and Mechanical Drawing which hereafter is to alternate with the Surveying. This arrangement is advantageous to students who are looking forward to technical courses. There have been important changes in methods of teaching mathematics in recent years, accompanied by great activity on the part of

prominent teachers in the preparation of more satisfactory text books. Last year the Juniors and Seniors who elected mathematics used a new book on Theoretical Mechanics which had just been published by Prof. W. W. Johnson of the U. S. Naval Academy, and was a decided improvement on the book which it displaced. This year the Sophomores are using a new text on the Calculus which is the joint work of two members of the mathematical staff of Cornell University.

Respectfully submitted,

F. ANDEREGG.

REPORT OF THE PROFESSOR OF ORATORY AND RHETORIC.

To the Dean:—

Sir: Since the last annual report, there have been no changes made in this department of instruction.

The interest in platform speaking is fairly good. While we have no victories to report this year from the intercollegiate meets in Oratory and Debate, yet we are convinced that such contests continue to have a beneficial effect upon the local interest in these subjects. The debating interest has increased to such an extent that upon recommendation of our Debate Committee the Faculty has granted a second intercollegiate debate for this year. This gives us an additional opportunity of getting at the delivery of some men who say they have no "oratorical gifts" but who are glad to cultivate a direct, forceful style of speaking.

There are always some discouraging features connected with instruction in this department, but we hope in the limited time college students can give to such courses, to inculcate some fundamental principles and set up some habits of speech that will be worked out more fully when the day of practical speaking comes.

Respectfully submitted,

WILLIAM G. CASKEY.

REPORT OF THE PROFESSOR OF PHILOSOPHY.

It should, of course, be kept in mind, by any wishing to estimate the amount of purely philosophical work done in the college, that Dr. MacLennan includes in his teaching some important, distinctively philosophical courses; and that the five-hour course running throughout the year, which is offered by me in Lotze's *Microcosmus*, is distinctly not intended to be merely a historical study of Lotze.

The **Microcosmus** is simply used as a convenient and comprehensive basis for a somewhat thorough discussion of all the main problems of philosophy. My outline of the **Microccsmus** is practically made the syllabus of the lectures, which are intended not only to set forth and illustrate Lotze's own thought, but to criticize, supplement, and bring the discussions down to date. The wide, inductive and gradual way in which Lotze approaches the philosophical problems seems peculiarly adapted to college students, and increases very much the broadly educative value of the course. No one comes quickly into the philosophic spirit; so that the course has plainly gained by devoting to it a full year, instead of the two-thirds of a year formerly given. The course is open only to Seniors, and probably quite as large a proportion of the Senior class steadily elect it as ought to undertake so extended a study of philosophy. The work in the text has been supplemented the past year by the reading not only of Lotze's own **Outline of the Philosophy of Religion**, but also of Bowne's **Theory of Thought and Knowledge**. The latter takes up that problem which is least fully treated by Lotze.

In the two-hour course required for Seniors during the first semester, I undertake what may perhaps be called a historical and philosophical study of the Christian religion. The course was based the past year upon Van Dyke's **The Gospel for an Age of Doubt**, and my own **Reconstruction in Theology**. This work is intended to make our graduates at least fairly intelligent concerning the great Christian tenets, and to enable them to meet the many difficulties naturally arising for students who must make the transition from inherited opinion to personal conviction.

As one peculiarly concerned with the work of the philosophical department, I wish to ask the particular attention of the Trustees to the claims of the psychological laboratory, as urged by Dr. MacLennan in his report. We have both refrained hitherto from particularly pressing the matter, though we have felt bound to call attention to it. But I am now clearly of the conviction that the time has come, when the course in experimental psychology must be properly equipped.

My general work for the year is spoken of in the report upon Theology.

Respectfully submitted,

HENRY CHURCHILL KING.

REPORT OF THE PROFESSOR OF PSYCHOLOGY AND PEDAGOGY.

To the Dean:—

Sir: In Universities and colleges of good rank whether in our own country or abroad, the experimental method of teaching Psychology has been universally adopted. Such a radical change in method has necessitated the equipment of laboratories which shall accomplish for the teaching and investigation of Mental Science, what laboratories in physics, chemistry, zoology etc., have already accomplished for the objective Sciences. Five years ago a small beginning toward the accomplishment of this end was made in Oberlin. By economy of one small appropriation (\$100), by the use of make-shift and inadequate apparatus, by the loans of apparatus on the part of interested colleagues in other departments, the experimental department in Psychology has been kept alive. The point has been reached, however, where it is impossible as well as undesirable both for instructor and students to continue the department on the present basis. The work must either be discontinued or put upon a respectable footing. To discontinue the work would mean a step backward which in the present state of scientific development Oberlin can not afford. It would also be a step which, I am persuaded, the Trustees and Faculty of Oberlin College do not desire to take. There remains, therefore, the gradual building up of the department and the preparation for those demands which in the future will be increasingly imperative. For these reasons I request that an appropriation be made to the department of Psychology such as in times past has been made to other departments and that a further yearly appropriation similar to that in other scientific departments be also made. For the first appropriation a sum will be required sufficient to provide the apparatus necessary for carrying through the course described in Titchner's Laboratory Manual, page 1, and now used, generally, in colleges and universities as the training-course in Experimental Psychology. The apparatus is now manufactured in this country and may be obtained for about \$600. For the second appropriation a sum must be provided, yearly, sufficient for wear of apparatus, for care of instruments, for new instruments, for duplicate sets of apparatus and for natural expansion. This appropriation should be not less than \$200 a year. Comparison with other colleges giving similar courses will show beyond a doubt that I have asked for the lowest possible appropriations compatible with respectability.

The statistics of the department for the year are given in the appendix. Besides the regular work of the college year,

classes were taught in the Summer School. The report is as follows: Psychology (5 hrs.), enrollment 17; Pedagogy (3 hrs.), enrollment 6.

For the present year there are two graduate students in the Department—Mr. Pendleton and Miss Crocker. The latter holds the graduate scholarship in Philosophy.

Respectfully submitted,

S. F. M. LENNAN.

REPORT OF THE PROFESSOR OF PHYSICS AND ASTRONOMY.

To the Dean:—

Sir: During the past year the work in this department consisted of the five-hour course in general Physics, the four-hour course in advanced Physics (electricity), the four-hour course in the Mathematical Theory of Electricity, and the three-hour course in Astronomy, all extending through the year. The class in general Physics was divided into three sections, the class in advanced Physics into two sections for laboratory work, the class in Astronomy worked in one section.

The courses in Physics have all been strengthened on the laboratory side, and in particular by the addition of a small power plant which we have long felt the need of. The plant consists of a three-horse power boiler, engine and dynamo. A basement room in Peters Hall has been occupied by the plant, and it is the plan to move the shop equipment into this room, and in this way free another room on the second floor for laboratory work. Not only is the department cramped for lack of space and general equipment, but, under the present arrangement of scattering the work from the basement to the top floor of Peters, a great deal of time and energy is necessarily wasted on the part of students and teaching force.

The courses in Physics are appealing more and more to men, and their future growth depends mainly upon an increasing number of men in the college department and upon their remaining for a longer period. It is the purpose of this department to make these courses such as to appeal to men who plan to enter upon technical courses after leaving Oberlin, and it is hoped that more and more men will see the advisability of completing a college course before taking up their really technical preparation. One means toward such an end is the offering as college electives some of the more general and non-technical work of the engineering schools.

The department is the recipient of a collection of apparatus and models illustrating the work of Professor Elisha Gray in developing the telephone. Some of these are his original instruments and others

were made by him for use in the legal controversies over the invention of the telephone. This is an interesting collection and will become increasingly valuable historically. It was given to the department by Mrs. Gray.

Mr. James J. Jewett of the class of 1902 has been appointed assistant in Physics in the place of Mr. J. R. Miller, who wishes to take up work in technical lines. Mr. Miller did excellent work and was an efficient and valuable man in the department.

After attending the meetings of the American Association in Pittsburgh, and of the Educational Association in Minneapolis, I spent the remainder of the summer on investigation work at Yerkes Observatory along spectroscopic lines, on some physical problems whose solution is important in the interpretation of results obtained in solar and stellar spectroscopic observations.

Respectfully submitted,

CHARLES E. ST. JOHN.

REPORT OF THE PROFESSOR OF PHYSIOLOGY.

To the Dean:

Sir: The change to the semester plan in the College department necessitated a rearrangement of my courses of instruction, which are now given as follows: 1) For College students—in the first semester a special three-hour laboratory course in Human Anatomy, and in the second semester a five-hour course in Physiology and Hygiene. These courses are also elected by students in the Normal Course in Physical Training for Women. 2) For students in the Normal Course in Physical Training for Women, and for men preparing to teach in Warner Gymnasium—in the first semester a three-hour course in Theory of Physical Training, including the physiology of exercise. 3) For students in the Normal Course in Physical Training for Women—a two-hour course in the History and Literature of Physical Training, running through the year. A teachers' training class also meets for an hour each week on the floor of the gymnasium for exercise under my direction. To these courses is added this year a class of College men in Physical Training 3, meeting for exercise three days a week. The two sections of Physical Training 1 are taught by Messrs. Edwin and Edgar Fauver. Owing to the transition from a two-year to a four-year Normal Course in Physical Training for Women, some of the special classes were unusually small last year. For the present semester the figures are as follows:

Human Anatomy, men 4, women 9.

Theory of Physical Training, men 5, women 11.

(Last year, men 5, women 1.)

History and Literature of Physical Training, men 0, women 8.

(Last year, men 1, women 1.)

There is serious lack of sufficient illustrative material for the work in Anatomy and Physiology. If \$100 could be granted for immediate use, and an additional \$100 to be spent during the next college year, these sums would purchase anatomical preparations and models which seem almost indispensable for satisfactory instruction. The number of students concerned, and the fact that for many of them such work has the character of professional study, seem to warrant this special request.

As chairman of the Committee on College Hospital, I wish to urge again the very great need of such a building. Cases of long continued illness cannot be properly cared for in the boarding-houses, or not without subjecting the other inmates to serious inconvenience. Such a numerously tenanted building as Council Hall lacks the most ordinary appointments of the sick-room. Perhaps most important of all is the fact that no provision is made for the isolation of contagious diseases, so that the milder forms of those often spread widely through the student body, causing a needless and sometimes appalling loss of time. The College certainly owes better facilities of this sort to its 1300 students, and a comparatively trifling outlay is all that is required.

Respectfully submitted,

FRED EUGENE LEONARD.

REPORT OF THE PROFESSOR OF ROMANCE LANGUAGES AND LITERATURES.

To the Dean:—

Sir: During the past year, owing to the absence of your professor, instead of the prescribed 17 hours but 15 hours of French were offered in the fall semester, and but 13 in the spring, while the class in Spanish was omitted. All the teaching was done by Mr. Cowdery, who also conducted the weekly meetings of the French club. This fall the attendance is large, especially in French 1 and 2—see table of classes—which have, respectively, 60 and 40 students. The class in French 1 has been divided into 2 sections, one of which has been given to Mr. Cowdery. Some permanent arrangements should at once be made for the division of both of these classes, which are much too large to be

handled by a single teacher. It seems very desirable also that Spanish—or Italian, in alternate years—should continue throughout the whole year, not, as at present is the case, for but a single semester. To make this possible, and to permit the necessary changes in French 1 and 3, an increase in the teaching force of the department is imperative.

Your professor desires to thank the trustees for the leave of absence granted to him during the past year. He edited an important and difficult French text, and travelled and studied in Spain, Italy, and France. The French text, of which this was the first American edition, was Victor Hugo's "Notre Dame de Paris." It was published in March of this year by Ginn & Co., Boston, in their International Series. The prime objects of your professor in going to Europe were by travel and study in Spain, Italy, and France, to get a better acquaintance with the people and the spoken languages of these countries, and by visiting the universities and attending such courses as might be possible, to come into contact with leaders in Romance linguistic study. Both of these ends were in a large measure accomplished. He was able to see for the first time a large part of Spain and Italy; to visit the Universities of Grenada, Seville, Madrid, Florence, and Grenoble (France), and to attend lectures and see something of the professors' work in the last three of these. He need hardly add that he found the year most stimulating and helpful.

Respectfully submitted,

J. R. WIGHTMAN.

THE THEOLOGICAL SEMINARY.

REPORT OF THE PROFESSOR OF OLD TESTAMENT LANGUAGE AND LITERATURE.

To the Dean:—

Sir: The work in the Old Testament Department during the year 1901-02 was carried on under the direction of Mr. Edward E. Braithwaite, on account of the illness and subsequent death of the lamented Professor George S. Burroughs.

This fall the work has opened very auspiciously. The interest manifested by the students is, so far, unusually great. It has been

thought advisable to follow in general the plan outlined in the catalogue for this year. That there will, however, be some changes appears unavoidable. A careful examination of the courses offered will show that so important a course as e. g. The History of Israel, had to be excluded from the scope of the work, evidently because no way could be found to introduce it into the carefully planned system. I hope that it may yet be introduced in the future.

The work of the Old Testament Department is so closely connected with Semitics in general, that in almost every Seminary of good standing courses in the cognate languages are given. In order that Oberlin may also in this respect be able to compete successfully with other Divinity Schools I intend to offer from next year on courses in Syriac, Arabic, Assyrian and Semitic Epigraphy; of course only one course can be given each year. Whether the students avail themselves of these courses or not,—only very few do so anywhere—the mere fact that these studies can be pursued here will undoubtedly add to the prestige of the Seminary.

I am very grateful to the librarian, Professor Root, for having saved for my department more than the usual allowance; but even these \$50.00 (altogether) have been merely like the proverbial drop upon a hot stone. If the department is to keep abreast of modern scholarship, it is absolutely necessary that the library facilities be increased as soon as possible.

Respectfully submitted,

JULIUS A. BEWER.

REPORT OF THE PROFESSOR OF NEW TESTAMENT LANGUAGE AND LITERATURE.

To the Dean:—

Sir: The results aimed at and the methods employed in this department have been fully described in the last few reports. During the year 1901-02 the work went on as usual without interruption and with satisfactory results. The college course in English Bible, taught by special arrangement as an extra each year, becomes an increasingly heavy responsibility with the increasing general attendance (the class now numbers over 200), and it may not be possible to continue the present arrangement permanently. Many requests for addresses and short courses of lectures of one or two weeks in length are coming from colleges and large churches. It is difficult to decide how far the interests of the Seminary are served by occasionally leaving the regular work to accept such invitations.

The outside work for the year and for the summer vacation has included considerable preaching,—with some regularity in Calvary Presbyterian church, Cleveland, Hough Avenue Congregational church, Cleveland; and Park Congregational church, Grand Rapids, Mich., besides occasional Sundays elsewhere. Addresses have been delivered as follows: One before the State Association of Congregational Churches in Ohio; five before the Congregational State Association of Michigan; two before the Triennial Sunday-School Convention of Michigan, held in Detroit; two before the National Meeting of the Young Women's Christian Associations, Cleveland; two before the conference of southern college students, Ashville, N. C.; two before the conference of college students held in Northfield, Mass.; eight before the Forward Movement Council, at Silver Bay, Lake George; three before the conference of secretaries of the Young Men's Christian Association held at the same place; one in the Summer Bible College at Lakeside, Ohio; three in Pilgrim Church, Cleveland, Ohio. Courses of Bible study were conducted in the college conference held at Ashville, N. C., and Northfield, Mass.; in the boy's school at Mt. Hermon, Mass., and the Congregational Bible College at Lakeside, Ohio. Articles have been prepared for the Biblical World and the Congregationalist, for which latter paper the discussions of the Sunday-school lessons for the first half year were written, and book reviews have been prepared for the American Journal of Theology.

Respectfully submitted,

EDWARD I. BOSWORTH.

REPORT OF THE PROFESSOR OF CHURCH HISTORY.

To the Dean:—

Sir: 1. No changes have been made the past year in the courses offered in this department. The two required studies, General Church History for juniors and History of Dogma for middlers, are given every year. Two seminar electives are conducted continuously in connection with the above work. These seminars are reorganized every semester, and cover the respective fields once in two years; so that the student has eight subjects in all from which to elect.

The aim in all the work, the required as well as the seminar, is to stimulate inquiry, and guide the students in independent study rather than to perform set tasks as finalities or to take notes on lectures. Practical results that shall tell in later study and preaching are more

and more sought after as desirable, and a number of recent graduates are giving encouraging reports of their progress.

2. During the absence of Mrs. A. A. F. Johnston, when assisting in the financial work, I took, as an extra, her five-hour course in Mediaeval History and conducted the college class of sixty students through the study of the Pre-Reformers and the Reformation.

3. The chairman of the committee on Council Hall is the practical curator of the only men's dormitory connected with the college. It may, therefore, be noted that Council Hall is not only rendering all the service required of it by the Seminary, but it is used to the full in also giving accommodations to college students. The chapel and parlor have also been the meeting places the past year for the college Y. M. C. A., the Student Volunteers, and one of the Mission Study classes. Forty-seven college students in addition to Seminary men, are now domiciled in this Hall. Twelve of these are given their room rent for janitor service rendered. Although such student help requires much supervision and can never be wholly satisfactory, it has been continued in the interest of economy, and as a small contribution toward student aid.

Friends of Professor Currier, at his solicitation the past summer, contributed \$250 to refurnish the parlor, and to help improve the dormitory in several respects.

4. Those interested in the progress and enlargement of the Seminary, look with apprehension at the steadily decreasing rate of interest on its invested funds. The rate is alarmingly low. This means much to the Seminary because it depends wholly on its income from this source. Several bequests have come to it since it was set off on its own foundation, yet the current means at its disposal are less today than for the past ten years. Instead of having funds for improvement and possible advance, the Seminary has been studiously devoted to economies. Now deficits are again confronting us, and no further economies are possible. Many of the present ones are not wise. Appropriations for lectures were cut off several years ago, and only a few dollars retained for outside representation.

In 1900 the income from invested funds, from which must be paid salaries, printing, lectures, outside representation and sundries, was \$10,383. In 1901 the income for the above purposes was only \$9,281, caused by a drop in the rate of interest to 4.5 per cent. This situation is alarming. Internally the Seminary was never more harmonious, and full of hope. Its students also and recent alumni are not only cordial but enthusiastically loyal. An enlarged future seems ready to break in upon us. But the financial situation is not only depressing,

but in great danger of becoming decisive as to our growth. The Seminary needs the encouragement which the love and financial assistance of its outside friends alone can give it.

Respectfully submitted,

ALBERT T. SWING.

REPORT OF THE PROFESSOR OF THEOLOGY.

As has been indicated in previous reports, the work in Systematic Theology is practically a continuous seminar with both its critical and constructive aspects. The method has seemed to justify itself after repeated trial, as fitted to give the men an unusually broad view of their problems, to make them think for themselves, and so to bring them to results that are their own. The past year, the course has taken up in the critical part—Fairbairn's *The Place of Christ in Modern Theology*, Pfleiderer's *Philosophy and Development of Religion*, Macpherson's *Christian Dogmatics*, and Herrmann's *The Communion of the Christian with God*. The constructive work was based upon Dr. W. N. Clarke's *Outline of Christian Theology*, and my own *Reconstruction in Theology*, with much supplementary reading.

My general work for the year includes, besides my Sunday "Bible Training Class," which is continued throughout the college year, a number of special engagements in various colleges, the preparation for the press of a volume upon *Theology and the Social Consciousness*, and summer lectures.

I have felt that the college owed its students somewhere some such line of thought and work as I have been trying to offer for the past eighteen years in the "Training Class." In this work, in different ways and through various courses of Bible Study, I have constantly aimed to make the great Christian truths real and rational and vital. During the past year the course was based upon Burton and Mathews' *Constructive Studies in the Life of Christ*. The attendance upon this entirely voluntary class, coming at 9 o'clock Sunday morning, has been so considerable as to seem to justify me in refusing practically all outside calls for Sunday; the steady building work here at home seeming to me likely to count more than disconnected and occasional work away.

For the college year 1901-02, my outside speaking was given almost wholly to other colleges. From two to six addresses along religious lines have been given thus at Syracuse, Cornell, Columbia, and Michigan Universities, and at Berea (Ky.) and Olivet Colleges. One of the

special opportunities in connection with this work with college students has been found in the many personal interviews arranged for.

Theology and the Social Consciousness was published in September by the Macmillan Company. The book is an enlargement of the lectures given before the Harvard Summer School of Theology in 1901, and follows naturally upon the **Reconstruction in Theology**, as it carries out in some detail the main contention of that book, that theology should be stated in terms of personal relation.

The work of the summer included ten days at the Y. M. C. A. Students Conference at Northfield, Mass., six lectures upon *The Seeming Unreality of the Spiritual Life* before the Harvard Summer School of Theology, twelve lectures upon **Theology and the Social Consciousness**, and the work of University Preacher, for two weeks at Chicago University, and twelve days with Professor Bosworth at the "Congregational Bible College" at Lakeside, Ohio, where the instruction—covering ten studies in the Synoptic Gospels and ten studies in John—was shared between us.

Respectfully submitted,

HENRY CHURCHILL KING.

REPORT OF THE PROFESSOR OF THE HARMONY OF SCIENCE AND REVELATION.

To the Dean:—

Sir: The classes taught by me have all been in the second semester, and were, as nearly as maybe, equally divided between the College and the Theological Department. The class in Quaternary geology consisted of 31 members, 18 of whom were men and 13 were women. The interest in this class is very wide-spread, and it admirably meets the wants both of those who wish to take advanced work in geology and of those who wish merely a single term as a part of a liberal course of education. It is a mooted question among geologists whether the study of the subject should begin with Quaternary geology or end with it. The course, therefore, may be adapted to beginners, and at the same time, by assigning special topics to advanced students, may be equally adapted to their wants. In either case the pupils have the advantage of my wide and unique experience in original investigations in this branch of geology.

The class in Christian Evidences is open to election both for college and theological students. This year it consisted of 7 men and 4 women. It is desirable that the number pursuing this study should be greatly increased, for it is fundamental, not only to assist one in

obtaining a liberal education, but in the study of the general subject of evidence. It has important relations to every branch of investigation. It is really a study of inductive logic based upon the facts of history and science as related to the most important epoch in human events. At the same time it is the subject which I am best qualified to teach, and in which my outside reputation is the widest. The volume on the "Logic of Christian Evidences," published by me more than twenty years ago, is the text-book in a large number of colleges and schools, and has recently been issued in a new edition. But the work is by no means confined to the text-book, since there is legitimately a large range of topics which are the continual subject of investigation in connection with it.

Of the strictly theological classes, the courses given during this year were two: A general class in Apologetics, attended by nine and a class in the Origin and Antiquity of the Human Race, which was elected by nine students.

The work in the geological class and in that in the Origin and Antiquity of Man was supplemented by eight stereopticon lectures, calculated to bring the facts vividly before the minds of all, and by several excursions.

When my chair was established, it was with the distinct design, while limiting my teaching to the last two terms of the year, to throw upon me the responsibility, and furnish me the means of carrying on original investigations and of preparing the results for publication during the rest of the year. The most of my leisure of the year past has been employed in working up the results of my extended Asiatic tour. My publications have been:

1. A paper read before the Geological Society of America, on "The Origin and Distribution of the Loess in Northern China and Central Asia," published in the Bulletin of the Society from pages 127 to 138, with maps and illustrations.

2. A paper on a New Method of Estimating the Age of the Niagara Gorge, in the American Geologist for March, 1902, with several illustrations.

3. Four papers read before the American Association for the Advancement of Science, at Pittsburgh, upon various subjects connected with my Asiatic trip (published as yet only in abstracts, but widely copied by the press all over the country.)

4. A series of articles in the Bibliotheca Sacra, upon recent geological changes in the northern hemisphere bearing upon the early history of mankind, and especially upon various miraculous events recorded in the Old Testament. These include the former extension

of the Red Sea northward; newly discovered facts concerning the geological changes in the Valley of the Jordan, and the Red Sea; and a discussion of a great mass of newly discovered facts indicating extensive changes of land level, in Central Asia, and Northern Europe and America, since man came into the world, and presumably connected with the Glacial Period. In addition, these subjects have been written up extensively for the popular press, and through that medium are in the course of receiving very wide publication.

5. I have brought to conclusion and published a comprehensive account of my studies concerning Asiatic Russia, and, under that title, a prominent New York publishing house has issued two volumes, with abundant maps and illustrations, which incidently bring my investigations in a dignified way within reach of the most intelligent English and American readers.

It has seemed unfortunate that the change from the term to the semester system has shortened my teaching hours to some extent. Still, by massing the work, I have been able to bring the amount of class work actually done nearly up to the old standard. I do not see any way out of it by introducing class work into the first semester without seriously impeding my work in original investigation, which, not only you, but a large outside constituency, are expecting me to do, and which involves no small amount of expense for which I have personally to provide.

Such a discovery as that of the human skeleton in glacial deposits at Lansing, Kansas, throws upon me a large amount of responsibility, if I put myself into position to say anything that is worth while upon its significance; and it is so in line with my previous work that it would be nothing less than criminal for me to study it only at second-hand.

I write thus fully that the trustees may see the position in which I am placed, and may form a more intelligent judgment as to the wisdom of continuing the work upon the present basis. In addition, I should say that the publication of the *Bibliotheca Sacra*, at Oberlin, is wholly due to my work, and serves a most important purpose in maintaining Oberlin's position before the intelligent world. This venerable theological quarterly is taken in all the leading libraries in Europe and America, and by one of the most influential constituencies in the higher realms of thought which can anywhere be found. It has survived a large number of periodicals of its class, such as the *Christian Examiner*, the *New Englander*, the *Princeton Review*, the *New World*, and the *Presbyterian Review*. To maintain a periodical of this class the Chicago University pays a large subsidy to the

American Journal of Theology. But, having taken advantage of the early prestige and long history of the Bibliotheca Sacra, I have been able to secure the support of an able corps of contributors, and of a sufficient subscription list to make it pay expenses, and thus retain it as an Oberlin publication.

Respectfully submitted,

G. FREDERICK WRIGHT.

REPORT OF THE PROFESSOR OF HOMILETICS AND PASTORAL THEOLOGY.

To the Dean:—

Sir: In reviewing the Homiletic work of the year, it seems to me to have been marked with unusual interest and success. The manual of instruction used, "The Making of the Sermon," by Professor T. H. Pattison, of Rochester Theological Seminary, gives more and more satisfaction as I grow more familiar with it. It is admirable in every respect,—in method, in fullness of illustration, and in literary style. I have combined with its theoretical teaching in the classroom the analysis of sermons of eminent past and contemporary preachers with good results.

The exercises of the Plan Construction Classes have been performed by those attending them with unflagging interest and evident benefit. Course b upon "The Great Preachers," as combined with the study of their writings and sermons, has aroused a deep interest in their characters and life work and helped to form a worthy ideal of the preacher's sacred calling.

The course in Missions, enlarged by the addition of two new lectures upon the Christianization of the Islands of the Pacific, has met with increasing favor.

The courses in Practical Theology, dealing with subjects of perennial interest and ministerial duties that fill so large a part of the pastor's life, received from my pupils in these courses the careful attention due to them. Course b, in particular, treating of the sociological problems of poverty and crime, their causes and the remedies approved by scientific study and experience, and of the mutual relations between capital and labor, because of the deepening interest of these subjects in our times, excited and received especial interest and attention. Because of this deepening interest and the great practical importance of these subjects at the present time, this course will be made a three hour course this year. In preparation for it I gave a large part of the past summer vacation to the revision and

enlargement of my lectures upon the causes of Poverty and the value and methods of Scientific Charity. The statistics of my work may be found in the "Statistics of Instruction" appended.

Respectfully submitted,
A. H. CURRIER.

REPORT OF THE PRINCIPAL OF THE SLAVIC DEPARTMENT.

To the Dean:

Sir: There were under instruction in the Slavic Department six men representing four nationalities, as follows: 2 Bohemians, 2 Slovaks, 1 Pole, 1 Magyar. The subjects taught by the professor in charge were Bohemian, Logic, Psychology, and Apologetics. In Bohemian the students were taken through a course in Syntax and Composition the second volume of Gebauer's Grammar being used as a text-book. This completes their required foreign language course. In Logic, Ballantine, and in Psychology, James, were used as text-books. In Apologetics the students were taken through Professor Bruce's work, though a fair amount of collateral reading was required of them. The remaining studies were taken in other departments of the Seminary and in the Academy, and will appear in their respective statistics.

In addition to the regular studies given above, three students were taken through a course of elementary Greek, on the basis of Green's Brief Introduction to New Testament Greek, and one student was given instruction in English Grammar, during the weeks between the close of the Seminary and College years respectively.

The statistics of instruction are as follows:

	Hours per Week.	Men.
Bohemian (syntax, composition)	5	4
Logic (inductive)	5	3
Psychology	5	3
Apologetics	5	3

Respectfully submitted,
LOUIS F. MISKOVSKY.

THE ACADEMY.

REPORT OF THE PRINCIPAL OF THE ACADEMY.

To the Dean:—

Sir: I hereby submit the report from the Academy for the year 1901-02.

The Academy opened at the beginning of the year 1902-03 with an encouraging increase in numbers. The increase is about 15 per cent.

It seems very difficult to plan for the needs of the Academy classes before the opening of the year. This difficulty is increasing, rather than diminishing. For the present term some classes are much smaller than they have been heretofore, and others are decidedly larger. It is not usually possible to shift teachers from their own subjects to others for which they have made no preparation. Besides this, the small divisions are not usually small enough to make it wise to discontinue them. The pressure this year is, first of all, in English, and also in Mathematics and German. It is easy to explain the increase in the number of students who are taking German in the Academy, because the college has no separate division of its own this year, and its students are in the Academy classes. We have been obliged to incur an extra expense of something like \$350 to provide at all for the increased numbers in these various classes.

It is hoped that we can, during this year, make some further adjustments in our plans which will make it possible, with little added expense, to increase quite materially our work in History and Science, and to provide for the extra demands in the Department of English. It is our hope that these demands in English will increase rather than diminish.

French Hall has been refitted during the summer, and is in very much better condition than it has been since the Academy has occupied it. A furnace has been put in in the place of stoves. If this proves adequate for the heating of the building, we shall hope to make the same repairs in Society Hall next summer. It seemed wise to make some test of this matter before incurring the expense for both buildings. The exterior of French Hall is no more attractive than before, but the class rooms themselves are much more attractive and comfortable.

The principal of the Academy desires to repeat very earnestly his recommendation that a suitable person be employed for the next few

years to travel in the interests of the Academy particularly, to secure students. In this way at least three important objects will be secured.

In the first place, such a representative will be able to be among the high schools, both large and small, sufficiently to have a clear judgment of their work, and its value to students who are seeking to prepare for College. This question is constantly arising, both in the College and in the Academy, when students enter so largely on certificate. It is very desirable to know the quality of the work which is done in the different schools, as well as the quantity. Some representative of the College for a number of years was sent out for a part of the year to look over this work. The arrangement, however, did not prove a very satisfactory one, although something was doubtless accomplished in this way.

In the second place, a representative who is among the schools will be able to learn of vacancies in the corps of teachers in different towns, and by learning precisely what is needed and presenting that need to the proper committee at Oberlin, can secure Oberlin graduates to fill these vacancies. He will thus serve Oberlin in two ways: first, by making it easier for her good students to secure good positions for their own sake, and, secondly, for the sake of the influence which their presence in the various schools will exert in turning students to Oberlin.

In the third place, such a representative ought to be able to send a large number of students to both the Academy and the College. It is the thought of the Principal that his work might profitably lie largely in the smaller towns. In these, the public schools are not sufficiently well equipped to prepare students for college; in many cases they hardly prepare them well even for the high schools. There is little to rouse their interest in study, and particularly in securing college training. Yet many of these people, if their attention is called to the opportunities that are open to them, will be interested in study and may be directed to Oberlin as the place where they may study. It is particularly desirable that every effort be put forth to increase the number of young men who study in Oberlin. Such a representative ought to be able to do much in this direction.

The Principal has felt this need very strongly for several years, and has often made this recommendation to the Trustees. He feels more strongly than ever at the present time the wisdom of this action. The State Universities in the different States are now usually employing such an agent. This was made very clear at the recent meeting of the National Educational Association at Minneapolis. In the discussions which arose these representatives from the various States were

quite prominent. There seems to be no doubt among the authorities of the state universities as to the wisdom of employing such a representative. The Ohio State University has taken this action during the last year. It has been sometimes suggested that the regular teachers of the Academy might do this work. It is true that they might occasionally go out to a school or to a town. This is always done, however, at the expense of their regular work. There are very few of the teachers who have any day in the week when they have not regular duties. The Principal and most of the teachers who would be available for such work have classes six days in the week. It does not seem desirable to diminish the efficiency of the work at home. It seems almost essential to have this work done at once, if Oberlin is to hold the number of students she already has and increase that number as she ought, especially as regards young men.

The College will derive no less benefit from this plan than will the Academy. A large majority of the students who enter the Academy will continue, as they have in the past, to enter Oberlin College. So a gain in the number of Academy students will bring a gain directly to the College. Many students, too, may be interested by this Oberlin representative to come to Oberlin, who are already fitted for College. It hardly seems possible that if the right man can be secured, the increase in the number of students will not very soon more than pay the necessary expense connected with this project.

Respectfully submitted,

JOHN F. PECK.

THE CONSERVATORY.

REPORT OF THE DIRECTOR OF THE CONSERVATORY.

To the Dean:—

Sir: After the death of Professor Rice until Commencement, the management of the Conservatory was in the hands of an Executive Committee, elected by the Conservatory Faculty and approved by the

Board of Trustees. The fact that the work went on so smoothly and successfully through the year was due largely to Professor Rice's thorough organization of all departments, and the loyal co-operation of our Faculty.

The Board of Trustees, at their meeting in June, appointed the Chairman of the Executive Committee Director of the Conservatory. The policy of the present administration is to maintain the lofty ideals of musical education established by Professor Rice, and to which he consecrated a life service.

Warner Hall, with its 103 rooms, is more over-crowded to-day than was ever the old Morgan house, which stood on the ground as its predecessor. The need is for more practice rooms. An attempt to partially meet this need was made last summer, by dividing 14 of the larger practice rooms. This furnished much relief in the assignment of practice hours, and if it seems advisable, 16 more rooms can be thus divided next summer.

The Conservatory possesses ideal facilities for the training of church and concert organists, with the one exception of a fine modern organ for Warner Concert Hall. The vacant place on the stage has as yet appealed unsuccessfully to a donor.

Twenty thousand dollars of our surplus funds, together with something over ten thousand dollars raised by the Faculty and friends of the Conservatory on the Rockefeller pledges, were set aside by the Board of Trustees at their last meeting to establish a Fenelon B. Rice Professorship. It is our purpose to complete the endowment of this chair.

The following table shows the number of students during the past year:

	Women.	Men.	Total.
Fall, 1901	391	80	471
Winter, 1902.....	414	90	504
Spring, 1902.....	352	77	429

Table showing the number who have studied in both Conservatory and College:

	Conservatory and College.	Conservatory alone.	Total.
Fall, 1901	117	354	471
Winter, 1902.....	107	397	504
ng, 1902.....	112	317	429

The following table gives departments taught, with the number of students in each:

	Fall 1901	Winter 1902	Spring 1902
Harmony	188	135	87
Counterpoint	22	22	13
Fugue and Canon.....	11	12	13
Musical History	59	56	40
Analysis.....	17	17	15
Pianoforte.....	375	396	305
Organ.....	56	55	55
Singing	209	249	231
Violin	34	40	33
Wind instruments.....	5	4	4
Violoncello.....	2	2	1
Ear training.....	26	69	38
Choral Singing	60	128	90
Public School Music Instruction	0	0	46
Special Conservatory English..	26	25	20

Mr. W. K. Breckenridge has been given the title of Professor of Pianoforte, and Mr. A. E. Heacox, Professor of Theory, since the last report.

Mr. Herbert Harroun began work as an Instructor in Singing in the winter term of 1902. He is a graduate of Oberlin College, class of '94, and has had six years of experience as a student, singer, and teacher in Boston.

The vocal department is further strengthened by the services of Mr. and Mrs. Charles H. Adams, who graduated from the Conservatory in '95, and who return to Oberlin after several years of successful teaching in the west, and recent study with some of the best teachers in Europe.

Mr. John Frederick Lehmann, an enthusiastic teacher of Theory, begins his work in that department this year. Mr. Lehmann was considered a very promising musician during his years of study in Oberlin, and has prepared himself for this important work by advanced study with private teachers in Leipzig, Germany.

Otherwise the personnel of the Faculty remains the same as last year, with the exception of Mr. L. D. Mosher, resigned.

The Conservatory feels honored by the success of Professor Dickinson's scholarly work on "The History of Church Music," published last spring. We congratulate its author on the very wide and favorable comment it has received.

Respectfully submitted,

C. W. MORRISON.

DRAWING AND PAINTING.

REPORT OF THE INSTRUCTOR IN DRAWING AND PAINTING.

To the Dean:—

Sir: Ninety-two pupils were enrolled in this department during the college year. There were eighty-three women and nine men. Twenty students from the college have taken the elective course in drawing. Seventeen pupils combined the work of this department with that of the conservatory. Twenty-five students were not enrolled in any other department. Weekly instruction of one hour has been given the teachers of the Oberlin Kindergarten Training School.

After eight years of teaching, I am very glad to have a year for study. My plan is to spend six months at the Teachers' College of Columbia University in New York City, and, at the suggestion of the Director of the Art Department, Mr. Alfred Churchill, to take up a special line of art study, which I hope to make of the greatest practical value to college students. The time spent in New York will give opportunity for visiting the Art Departments of other colleges, which will be a great help in teaching. Early in May I hope to go abroad for travel and further study.

Miss Caroline Sowers of Cleveland, will have charge of the work in my absence. Miss Sowers has had several years of study in New York City, and comes highly recommended as a teacher.

Respectfully submitted,

EVA M. OAKES.

THE SUMMER SCHOOL.

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REPORT OF THE PRINCIPAL OF THE SUMMER SCHOOL.

To the Dean:

Sir: The Summer Session was this year restored to its former length. The courses in Practical Sociology, Old English Grammar and History of English Literature had not previously been offered in the Summer School. There were eighty-two students, a decrease of two as compared with 1901.

Below may be found a list of the courses with the number in each course.

Courses in the Summer School of 1902.

Bibliography and Library Methods	4
History of Greek Vase Painting	5
History of English Literature	22
Shakespeare	28
Old English Grammar	5
French	4
German 1 and 2	4
German 3	4
Government in America	5
English History	15
American History	4
Latin Caesar	3
College Latin	3
Teachers' Course in Latin	5
Algebra	6
Geometry	8
Ornithology	12
Pedagogy	6
Political Economy	12
Practical Sociology	15
Psychology	17

The school, as at present conducted, does not appeal strongly to teachers. Their attendance is valuable in itself and of still more importance for their influence in leading their own pupils to a favorable consideration of the advantages of Oberlin College. The establishment of six courses more distinctly pedagogical in character and not dependent for their maintenance upon college students would probably be a move in the right direction. For the establishment of such courses a guarantee fund of three hundred dollars would be required. Although no funds are provided for this purpose, it is not certain that an appropriation for the purpose suggested would be financially unwise.

Respectfully submitted,

CHARLES B. MARTIN.

LETTER FROM MR. COWLES TO MR. ROCKEFELLER.

(Copy.)

Cleveland, Ohio, November 26th, 1900.

Mr. J. D. Rockefeller, Jr.,

26 Broadway, New York.

Dear Mr. Rockefeller:—

I have been hindered in replying to yours of the 29th ult. by inability to find time to give the matter such consideration as I felt it required in order to give you a clear view of the facts in regard to the financial condition, endowment, receipts, expenses, needs, and plans of Oberlin College. I send you the last published statement of the Treasurer of the College, which was made to the Trustees at their last annual meeting in March last, but which covers the receipts, expenses, etc., of the College for the year ending September 1st, 1899. The Treasurer's report for the year ending last September 1st, will be available for reference about the first of January, and will not vary greatly from that of the year preceding. This report being made for the information of the Trustees rather than for publication, contains a number of tables or statements which may be obscure to a stranger, unless explained. Some notations are, therefore, appended on the margins in red ink. Also the subdivision of receipts and expenses, and of funds also, being credited or charged to different departments of the Institution, is largely a matter of book-keeping in the Treasurer's office, but is in part also necessitated by conditions by the donors, limiting the use of certain funds to certain departments.

Any questions which may arise in your mind upon examining this report, I shall be happy to answer either personally or by letter in further explanation of the facts.

The term "University" in the statement is used in a technical sense to covers items of general interest, not belonging specifically to a particular department, as, for example, administration, advertising, gymnasia, public buildings and grounds, etc., in which all departments of the College share.

I select and condense a general statement of the financial condition of the College, so far as its endowment funds are concerned as follows:

Funds, the income of which is applicable to the payment of general or so called "University" expenses.....	\$ 213,532.35
Funds, the income of which is applicable to the expenses of the College department proper.....	353,008.24
Funds, the income of which is applicable to the expenses of the Theological Seminary.....	116,045.82
Total.....	\$ 682,586.41

The Academy, formerly called the preparatory department of the College, has no endowment. The Conservatory of Music has no endowment, but has accumulated a surplus of \$18,857.30 from its income from term bills. The income of the Conservatory is not applicable to the payment of any expense outside of that department. It is self-supporting, with the exception that it does not contribute to the salary of the President, Secretary, Treasurer, etc., and other general expenses.

The Library has an endowment of \$20,330.74, about half of which is for the purchase of books, the balance for current expenses of the Library only.

There are also funds which are at present carrying annuities, said funds amounting to \$149,357.02. Upon the termination of these annuities, these funds remain with the College for endowment or other specified uses. There are scholarship funds to the amount of \$59,785.10. The present value of buildings and grounds in use for College purposes not involved in the Funds above mentioned and not valued on the Treasurer's books, is about \$650,000.00. Two new buildings are in process of construction, the gifts of Mr. L. H. Severance and Dr. L. C. Warner, of New York City, respectively, to cost over \$100,000.00

The total Endowment, as shown above for general expenses of the College department, the Academy, and the Theological Seminary, is \$682,586.41. The income of the year shown from said endowment was \$35,486.66. The expenses for the year were as follows:

"University" or general expense.....	\$ 25,129.65
College	35,035.59
Academy	13,658.62
Theological Seminary	11,370.41
	\$ 85,194.27
Total income from endowment, as above.....	35,486.66
Total expense not paid by income from endowment.....	\$ 49,707.61
The receipts from term bills, fees, and other sources in the above named departments were.....	44,661.09
Deficit for the year.....	\$ 5,046.52

This deficit is smaller than usual, having been kept down by rigid economy. The deficit for the year ending August 31st, 1900, was \$14,451.86. The College is not in debt, however, all deficits having been paid by gifts from friends of the College for that purpose, the larger part having been pledged by members of the Board of Trustees themselves, upon the rendering of the Treasurer's report at the semi-annu-

al meeting last June. In this manner and by other donations, and from other sources and gifts, \$17,035.00 has been paid during the past year, clearing up all deficits to the present time. From the above it will appear that not quite forty per cent. of the current expenses of the College is paid by income from its endowments.

The obvious, immediate, and pressing need of the College is for increased endowment, without restriction imposed thereon limiting the use of the income to particular departments of professorships. Simply to maintain the work which it is now and has so long been carrying forward, the need of a larger endowment and income therefrom is most urgent, the first necessity being to overcome the inevitable annual deficiency.

The salaries of the professors and other teachers are and always have been very low—President Fairchild's salary, has, I think, at no time ever been over \$2,000 a year during the long term of his presidency. The maximum salaries of professors is \$1,800 a year, and from that down to \$1,100 or \$1,200, according to the positions occupied and term of service, it being the custom to advance the salary gradually from the minimum to the maximum with length of service. A large amount of teaching in the Academy is secured by students of the higher classes or post graduates at a much lower rate for the service than as above.

A practically unlimited field of argument lies open at this point for the presentation of increasing needs in many directions for the better equipment as well as for the larger expansion of the work of the College; in adding to the number and efficiency of the teaching force; and making the work in all departments more vital and progressive.

As to the efforts made and plans in view for equipment and endowment, much has already been accomplished since President Barrows took office and began his work for Oberlin.

During the nine months previous to the Commencement last June, a thorough canvass was made of the alumni for gifts and pledges to be presented at a general reunion which then took place and was the largest gathering of the friends and graduates of Oberlin ever convened. The result was, in pledges and money, \$82,166.00; the largest gift being of \$10,000, and the remainder being from 500 graduates mostly in small sums. The College will soon receive \$40,000, less the inheritance tax, from the estate of W. E. Osborn, of Pittsburg; and an amount estimated at \$70,000 is expected from the settlement of the estate of Mrs. Haskell, of Michigan City, a personal friend and supporter of President Barrows, in which the College is residuary legatee; in addition to which a friend of the College in New England has made a pledge of \$50,000 in case a half million dollars is raised for endow-

ment by January 1st, 1902. An effort will be made to meet this condition.

Unfortunately, from a financial standpoint, but not otherwise, few of the graduates of Oberlin have become rich; largely by reason of the fact that the students who have gone through their courses of study there, have done so with the view of fitting themselves for positions of public usefulness as teachers, ministers, missionaries, and the like, rather than for commercial and industrial life. The prevailing sentiment in the College and community from the beginning has been religious, reformatory, and educational. In fact, I can think of no more than two living graduates who would be considered men of wealth. I particularize here only for the reason of emphasizing the fact that if Oberlin College is able to double or treble its present very small endowment, it must do so by the aid of those who have not been personally identified with the College educationally. Dr. Warner has been the largest single benefactor of the College. His gifts to the Conservatory of Music, which he virtually founded and has fostered from the beginning, amount to more than \$100,000, and this year he has pledged and is now paying the cost of a Gymnasium with a fund for its endowment at a total of \$50,000. Within the past year also Mr. L. H. Severance, who was not a student at Oberlin, but is now a Trustee, has pledged and is paying for the purchase of land and the erection of a building for a Chemical Laboratory and its equipment, to cost about \$70,000. Provision is also made for the erection of a new College Chapel which is greatly needed for the use the 1200 or more students in constant attendance, by a donation of Mr. F. Norton Finney, of Milwaukee, a son of former President Finney, of Oberlin, but who is not a graduate, who has established the G. C. Finney Memorial Fund of about \$68,000 to be used for this purpose; which, however, is now invested to yield an annuity. He has further agreed to add \$13,000 to this fund so as to meet the estimated cost of the Chapel building when it may be erected.

I think, in view of the above, that provision for other buildings which may be needed, should, and must be deferred until the endowment is largely increased. While there are other needs in this direction, they are insignificant as compared with the great and urgent need of endowment.

In addition to its present teaching force, the College needs assistant professors in the departments of Physics, History, Philosophy, English, and the Biological Sciences. As above indicated the very meager salaries of the professors should also be moderately advanced. The need of this has been urgently felt at times when some of our best men have been taken from us by inducements offered elsewhere. Yet

there has been a spirit of devotion to the College, its history, its ideals, its purposes, which has for the most part held the professors to their work. The College also needs scholarships for advanced students, so that its own graduates may go forward in higher or post graduate work, so fitting themselves for professorships and other advanced positions in life. Lacking this, the college has had to find its younger teachers and professors, to take the place of the earlier ones, among graduates of other institutions.

The Library also needs improvement and additions; but I will not particularize further.

I wish you might know and feel, as I do and have from my childhood through life to the present time, the value of Oberlin College not only to those who have enjoyed its privileges as students, but to the community, the state, our nation and mankind. It was the first College to admit women to equal and common privileges with men in a classical collegiate education. This was done at the very beginning, 66 years ago. At the same time, also, it opened its doors to students irrespective of color, and was foremost in the anti-slavery agitation preceding and which led up to the Civil War and the Act of Emancipation. These incidents had great effect in their day, but are now obscured by general acceptance, but indicate the progressive and conscientious purpose with which all questions of conscience and public morality and advancement have been met and treated there. I think there is no College in the land where so much has been accomplished with so little; where so many have been educated at so small a cost; where better work in training young men and young women both in scholarship and in character for useful lives, has been performed.

The College with its splendid history, its strong traditions, its progressive spirit, its wholesome environment, together with its wide and loyal constituency, is easily ready to become, if it is not (as I think it is) already, the most important country College west of the Alleghenies.

The work at Oberlin is going forward strongly in all departments, and will do so, whether in poverty, as heretofore, or with some increased facilities and augmented energies, such as can be furnished only by larger resources. I presume this poverty in the past has been in some ways an element of strength, but I do not think that quite a sum of money would hurt it any. Indeed, if the endowment could be increased by a million dollars, I think that the past experience and present standing of the College, have qualified it to make wise use of whatever the Providence of God and the favor of its friends may add to its endowment. To accomplish this, we require a strong, united and also extended effort on behalf of the College among

friends both old and new, which with good encouragement may be undertaken with hope of success.

Yours very truly,

(Signed) J. G. W. COWLES.

LETTER FROM MR. ROCKEFELLER TO MR. COWLES.

26 Broadway, New York, Jan. 11, 1901.

Dear Mr. Cowles:—

Your letter of November 26th, giving a comprehensive view of the financial condition of Oberlin College is received and has been carefully considered. Of the many reports on educational institutions received and studied by this office we have had none which more admirably and clearly present the subject than the one submitted by you.

I understand that it is deemed desirable by the Trustees of the College to raise a general endowment fund of \$500,000. Further, that toward this amount you have a gift of \$40,000, less the inheritance tax, from the estate of W. E. Osborn, of Pittsburg, approximately \$70,000 from the estate of Mrs. Haskell, of Michigan, and a pledge from a friend in New England for \$50,000, making a total of \$160,000.

Toward the raising of the balance of this \$500,000, my father will give \$200,000, the income of which is to be applied to the expenses of the college proper, and to the general administration of the institution, but no part to be used for post-graduate work, the Theological Seminary, the Academy or the Conservatory. This pledge shall be good until January 1st, 1902, and payments thereunder shall be made pro rata with payments by the other subscribers, provided that my father shall not be called upon to make payments after Commencement Day, 1902.

Yours very truly,

(Signed) JOHN D. ROCKEFELLER, JR.

Mr. J. G. W. Cowles,

Standard Block, Cleveland, Ohio.

STATISTICS OF INSTRUCTION.

YEAR OF 1901-02.

The schedule numbers in the following tables refer to the courses as described in the catalogue for 1900-01.

In science courses the hours of instruction spent by the teacher in laboratory work are marked with the letter "L," the letter "R" being used to denote hours in regular recitation.

I. THE COLLEGE.

Name of Teacher.	Schedule Number.	Description of Course.	I. Semester.			II. Semester.		
			Teach- ing hrs. per week.	Students. Men.	Wo- men.	Teach- ing hrs. per week.	Students. Men.	Wo- men.
ANATOMY								
Leonard		Human Anatomy .	3	1	7			
ASTRONOMY								
St. John and Miller.....	I- 2	Gen. Astronomy..	R 2 L 2	6	3	R 2 L 2	5	2
BIBLE AND THEOLOGY								
Bosworth ...	7	Freshman Bible...	2	72	98			
" ...	10	Sen Bible (Greek).				2	4	8
Braithwaite .	4	Senior Bible (Eng.)				2	33	30
King.....	9	Senior Theology ..	2	38	40			
			4	110	138	4	37	38
BIBLIOGRAPHY								
Root	3	Hist. Printed Book.	2	4	3			

Name of Teacher.	Schedule Number.	Description of Course.	I. Semester.			II. Semester.		
			Teach- ing hrs. per week.	Students. Men.	Wo- men.	Teach- ing hrs. per week.	Students. Men.	Wo- men.
BOTANY								
Grover.....	1- 2	Gen. Morphology .	R 3			R 3		
"	3- 4	Plant Physiology .	L 6	5	9	L 6	5	7
"		and Ecology.....	R 3			R 3		
"	6	Taxonomy.....	L 6	0	2	L 6	7	8
"	7- 8	Tax. and Sp. Mor.	L 1½			L 1½	1	0
"			L 4	0	1	L 4	0	1
			—	—	—	—	—	—
			21	5	12	23½	13	16
CHEMISTRY								
Jewett and Taylor	1	Inorganic Chem ..	R 3					
"			L 10	57	44			
Taylor.....	2	Qual. Analysis....				R 2		
"	3	Quan. Analysis ...	L 10	14	0	L 8	41	10
Jewett.....	4	Organic Chemistry				R 3		
"		Adv. Quant. Anal.				L 5	5	2
"						L 10	5	0
			—	—	—	—	—	—
			23	71	44	28	51	12
CHRISTIAN EVIDENCES								
G. F. Wright		Logic of Christ. Ev.				3	7	4
CLASSICAL ARCHAEOLOGY								
Martin	1- 2	Hist. of Ancient Art	2	9	11	2	12	14
"	3- 4	Ex. of Sel. Mon.						
"		Ancient Art.	1	10	13	1	12	14
Dennison...	10	Roman-Pompeian.				2	6	13
			—	—	—	—	—	—
			3	19	24	5	30	41
ECONOMICS AND SOCIOLOGY								
Bogart	1	Political Economy.	5	44	9			
"	2	Economic Theory.				3	15	5
"	3	Fin. Hist. of U. S.	3	14	4			
"	4	Econ. Hist., U. S..				2	31	6
"	6	Money and Bank'g				3	19	2
"	1- 2	Sociology.....	2	15	5	2	22	8
"	7- 8	Economic Seminar	2	8	0	2	9	0
			—	—	—	—	—	—
			12	81	18	12	96	21
ENGLISH COMPOSITION								
Barrows	1- 2	Fr. Comp. (5 sec.).	5	79	97	5	75	95
Wager.....	3- 4	Sophomore Comp.	2	59	60	2	62	62
"	6	Advanced Comp ..				1	10	6
			—	—	—	—	—	—
			7	138	157	8	147	163

Name of Teacher.	Schedule Number	Description of Course.	I. Semester,			II. Semester.		
			Teach- ing hrs. per week.	Students. Men. Wo- men.		Teach- ing hrs. per week.	Students. Men. Wo- men.	

ENGLISH LITERATURE

Wager	1- 2	Hist. of Eng. Lit...	2	31	84	2	41	89
"	3- 4	Old English Lit...	3	3	11	3	0	7
Luce	5- 6	Chaucer	3	1	4	3	2	4
Wager	7- 8	Spencer and Milton	3	2	10	3	6	30
Luce	9-10	Shakespeare	3	11	19	3	16	24
Wager	11-12	18th Century Lit..	1	10	19	1	5	27
Luce	13-14	Eng. Masterpieces.	3	12	26	3	11	31
			—	—	—	—	—	—
			18	70	173	18	81	212

FRENCH

Cowdery ...	1- 2	El. Fr. Grammar..	4	28	22	4	28	19
" ...	3- 4	Gram. and Reading	3	12	27	3	11	28
" ...	5- 6	Composition.....	1	2	27	1	1	23
" ...	7- 8	Prose of 19th Cent.	2	5	22	2	4	17
" ...	11-12	Drama of 17th Cen.	2	4	14	3	6	18
" ...	15-16	Ad. Gram., Comp.	1	3	10	1	2	4
" ...	17	History of Fr. Lit.	2	1	1			
			—	—	—	—	—	—
			15	55	123	14	52	109

GEOLOGY

			L	1				
A. A. Wright	1	General	R	5	13	4		
G. F. Wright	6	Quaternary.....					3	18
								13

GERMAN

Barry.....	1- 2	Elementary Germ.	4	12	18	4	11	17
"	3- 4	2d year German...	4	14	17	4	14	17
Abbott	3- 4	2d year German...	4	14	10	4	17	9
"	5- 6	Int. to Drama.....	3	10	32	3	6	26
"	7- 8	Composition.....	1	8	17	1	2	14
"	9-10	Rapid Reading ...	2	3	12	2	6	17
"	11-12	Lessing, Goethe ..	3	2	9	3	1	5
"	16	Recent Drama				2	1	5
			—	—	—	—	—	—
			21	63	115	23	58	110

GREEK

Martin	1- 2	Freshman (2 sec.).	8	31	21	8	23	19
"	3- 4	Homer, Iliad.....	2	4	11	2	1	5
"	9-10	Hist. Greek Lit...	3	3	9	3	3	6
			—	—	—	—	—	—
			13	38	41	13	27	30

Name of Teacher.	Schedule Number	Description of Course.	I. Semester.			II. Semester.		
			Teach- ing hrs. per week.	Students. Men.	Wo- men.	Teach- ing hrs. per week.	Students. Men.	Wo- men.

HISTORY

Johnston ...	1- 2	Hist. of Spain, Italy	2	25	47	2	38	81
" ...	3- 4	Mediaeval History.	5	16	41	5	8	36
" ...	5- 6	History of Art	2	8	23	2	10	27
Hall	7	Eng. Hist. Outline	3	24	13			
"	8	Am. Hist. Outline.				3	35	26
"	9-10	Am. Hist. Adv....	2	5	5	2	7	1
"	11-12	Eng. Hist. Adv ...	5	2	2	3	7	3
"	20	Current Events ...				2	6	2
			—	—	—	—	—	—
			19	80	131	19	111	176

LATIN

Hall	1- 2	Freshman	4	4	8	4	7	6
Dennison...	1- 2	Freshman*	12	32	53	8	25	55
Hall	3- 4	Cicero and Pliny..	3	7	20	3	7	15
Dennison...	7- 8	Latin Writing.....	1	1	22	1	5	11
" ...	11-12	Lucretius, Cicero, Seneca	2	0	11	2	3	14
" ...	21-22	Teachers' Course..	2	2	14	2	2	12
			—	—	—	—	—	—
			24	46	128	20	49	113

MATHEMATICS

Anderegg...	1- 2	Freshman (2 sec.).	8	50	40	8	42	36
Cairns.....	1- 2	Freshman (2 sec.).	8	50	55	8	42	45
			L 4			L 4		
"	5- 6	Mech. Drawing...	R 2	12	0	R 2	10	0
Anderegg...	7- 8	Adv. Analytics....	2	9	5	2	9	2
" ...	9-10	Calculus.....	3	15	8	3	14	5
" ...	15-16	Anal. Mech.....	3	8	2	3	5	0
" ...		Sp. Anal. Geom... (Graduate course.)	2	1	0	2	1	0
			—	—	—	—	—	—
			32	145	110	32	123	88

MINERALOGY

Jewett.....	Mineralogy.....					R 3		
						L 5	11	3

ORATORY

Caskey.....	1- 2	Gen. Course (2 sec.)	6	46	20	6	48	2
"	3	Argumentation ...	2	13	0			
"	4	Debate				2	13	0
"	6	Dramatic Reading.				2	2	14
			—	—	—	—	—	—
			8	59	20	10	63	16

*Reciting in three sections in first semester and two sections in second semester.

Name of Teacher,	Schedule Number.	Description of Course.	I. Semester.			II. Semester.		
			Teach- ing hrs. per week.	Students. Men. Wo- men.		Teach- ing hrs. per week,	Students. Men. Wo- men.	

PEDAGOGY

MacLennan.	1- 2	Hist. of Education	3	2	10	3	5	12
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PHILOSOPHY

MacLennan.	1	Int. Psychology...	3	44	46			
"	2	Ethics.....				3	48	47
			R 1			R 1		
"	3-14	Exper. Psych.....	L 4	2	3	L 4	2	0
"	4	Int. to Philosophy.				2	12	16
"	6	Introd. Logic				2	1	0
"	11-12	Theo. of Knowl...	3	1	0	3	1	0
King	7- 8	Lotze's Microcos..	5	21	12	5	18	12
			—	—	—	—	—	—
			16	68	61	20	82	75

PHYSICS

St. John and	1- 2	Mech. Sound and	R 3			R 3		
Miller.....		Heat (3 lab. sec.)..	L 12	25	6	L 12	19	3
"	3- 4	Elect. and Magn.	R 2			R 2		
		(2 lab. sec.).....	L 8	6	0	L 8	6	0
"	7- 8	Math. Th.						
		of El. and Mg.....	3	1	0	3	1	0
			—	—	—	—	—	—
			28	32	6	28	26	3

PHYSIOLOGY AND HYGIENE

Leonard....		Phys. and Hygiene				5	12	14
-------------	--	-------------------	--	--	--	---	----	----

ZOOLOGY

A. A. Wright			R 2			R 2		
and Jones...	1- 2	Elemen. (2 lab.sec.)	L 8	24	23	L 8	22	21
			R 3					
Jones.....	3	Comp. Anatomy..	L 12	4	0			
A. A. Wright	4	Histology				R 3		
						L 12	2	2
Jones.....	6	Ornithology				R 2		
						L 3	20	32
A. A. Wright	8	Embryology.....				R 2		
						L 2	1	0
"		Palæontology.....				R 1		
						L 1	1	0
			—	—	—	—	—	—
			25	28	23	36	46	55

II. THE THEOLOGICAL SEMINARY.

Name of Instructor.	Description of Course.	I. Semester.		II. Semester.	
		Teach- ing hrs. per week.	Students. Men,	Teach- ing hrs. per week.	Students. Men.
OLD TESTAMENT					
Braithwaite.	Spl. Introd. O. T. Lit.....	3	6		
"	Hebrew a.....	5	3	5	3
"	Hebrew d and e.....	2	4	2	2
"	Biblical Theology of Prophets			3	8
		—	—	—	—
		10	13	10	13
NEW TESTAMENT					
Bosworth ...	Introd. to N. T.....	1	7	1	7
"	Special Introd. II.....	2	21		
"	N. T. Exegesis, a.....	4	7	4	7
"	N. T. Exegesis, c and b.....	3	7	2	8
"	Teachings of Paul.....			3	19
		—	—	—	—
		10	42	10	41
CHURCH HISTORY					
Swing.....	Gen. History of the Church..	3	6	3	6
"	History Religious Freedom..	3	7		
"	Hist. Church in America			3	7
"	History of Dogma.....	3	10	3	11
"	Seminar in Dogma.....	2	3	2	4
		—	—	—	—
		11	26	11	28
THEOLOGY					
King	Systematic Theology.....	5	8	5	9
HARMONY OF SCIENCE AND REVELATION					
G. F. Wright	Apologetics.....			2	9
"	Geol. Prep. for Christianity..			2	9
		—	—	—	—
				4	18
HOMILETICS					
Currier.....	Homiletics a and b.....	3	6	2	7
"	Sermon Plan Construction...	1	9	1	7
"	Preaching Exercises.....	1½	28	1½	32
"	Practical Theology a and b..	3	4	2	5
"	Practical Theology c.....			2	5
"	Missions	2	6		
"	Encyclopedia.....	2	5		
"	Sermon Criticism			1	7
		—	—	—	—
		11½	58	9½	63
ELOCUTION AND ORATORY					
Caskey.....	Elocution b and a.....	2	8	3	8

III. THE ACADEMY.

Instructor.	Subject.	Fall Term, 1901,			Winter Term, 1902			Spring Term, 1902		
		No. of Teach- ing hours.	Students Men. Women.		No. of Teach- ing hours.	Students. Men. Women.		No. of Teach- ing hours.	Students. Men. Women.	
BIBLE										
Peck	Senior	I	31	34	I	31	33	I	31	32
Sherk	Middle.....	I	30	13	I	25	15	I	23	13
Shaw	Junior Middle	I	17	16	I	16	17	I	13	12
Adams	Junior	I	17	12	I	17	12	I	12	12
Smithe.....	Irregular	I	11	21	I	13	18	I	10	13
		5	106	96	5	102	95	5	89	82
ENGLISH										
Thompson..	I,-II,-III (2 sec.) ...	10	16	18	10	17	16	10	20	16
Brownback .	IV,-V,-VI (2 sec.)..	9	44	40	10	36	36	10	28	32
"	. VII,-VIII,-IX*	2	36	36	4	30	37	4	30	29
"	. X.....	2	14	8						
Thompson..	XI,-XII.....				2	9	12	2	10	7
"	.. Grammar	5	5	4	5	13	11	5	7	8
		28	115	106	31	105	112	31	95	92
FRENCH										
Mrs. Cowdery	I (2 sec.)	10	10	15						
"	... II,-III				5	3	15	5	2	13
"	... IV,-V,-VI.....	5	3	11	5	2	10	5	2	11
"	... I,-II				5	5	7	5	5	5
		15	13	26	15	10	32	15	9	29
GERMAN										
Mosher.....	I,-II,-III (2 sec.)...	10	26	35	10	20	36	10	31	16
Mrs. Swing.	IV,-V,-VI	5	6	12	5	8	20	5	5	9
"	... I,-II				5	5	10	5	7	13
Mosher.....	III,-IV,-V.....	5	8	6	5	7	4	5	5	3
		20	40	53	25	40	70	25	48	41
GREEK										
Edg. Fauver	I,-II,-III (2 sec.)...	10	20	7	10	16	6	10	12	6
Peck	IV,-V,-VI (2 sec.) ..	10	29	10	10	31	11	10	32	11
Edg. Fauver	III.....	5	2	1						
"	I,-II				5	6	1	5	6	2
		25	51	18	25	53	18	25	50	19

* Two sections in winter and spring.

Instructor.	Subject.	Fall Term, 1901.			Winter Term, 1902			Spring Term, 1902		
		No. of Teach- ing hours.	Students. Men. Women.		No. of Teach- ing hours.	Students. Men. Women.		No. of Teach- ing hours.	Students. Men. Women.	

HISTORY

Edw. Fauver	I,-II,-III (2 sec.)...	8	14	10	8	12	25	8	19	14
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LATIN

Hosford		I,-II,-III (2 sec.) ...	12	21	15	12	17	16	12	14	14
Shaw		IV,-V,-VI (2 sec.)..	10	14	11	10	14	12	10	15	14
"	.....	VII,-VIII,-IX (2 s.)	8	22	17	8	20	16	8	20	18
Hosford	....	X,-XI,-XII (2 sec)..	8	21	25	8	20	22	8	20	23
Smithe	.....	III,-IV,-V (2 sec.)..	12	17	15	10	16	10	10	13	9
"	.....	Composition (spl.)..	4	3	1						
"	.....	I,-II				6	9	1	6	8	1
			—	—	—	—	—	—	—	—	—
			54	98	84	54	96	77	54	90	79

MATHEMATICS

Sherk	.....	Algebra I-II (2 sec.)	10	18	12	10	18	10			
"	.....	Algebra III							5	11	6
Cairns	.....	Algebra IV,-V,-VI.	2	22	24	2	18	20	2	21	19
Sherk	.....	Algebra Review....	5	5	3	5	8	4			
"	.....	Algebra I,-II				5	3	3	5	5	4
Cairns	.....	Geometry I,-II,-III.	4	18	15	4	24	19	4	10	22
Sherk	.....	Geometry III							4	14	6
Adams	.....	Arithmetic	5	1	3						
Tompkins	..	Arithmetic				5	4	2	5	0	4
			—	—	—	—	—	—	—	—	—
			26	64	57	31	75	58	25	61	61

ORATORY

Tompkins	..	Oratory	4	3	3	4	1	4	4	1	3
"	..	Declamation				1	13	10	1	6	2
			—	—	—	—	—	—	—	—	—
			4	3	3	5	14	14	5	7	5

SCIENCE

Adams	.....	Physics I-II	R 4 L 4	6	6	R 4 L 4	10	6			
"	.....	Physics II							R 4 L 4	11	7

ADVISORY COMMITTEES.

Term Expires
Jan. 1, 1905.

Term Expires
Jan. 1, 1904.

Term Expires
Jan. 1, 1906.

SEMINARY.

Rev. Franklin S. Fitch,
D. D., '70,
Buffalo, N. Y.
45 Lexington Ave.

Rev. C. W. Hiatt,
D. D., '85,
Cleveland, O.
820 Logan Ave.

Prof. Edward T. Harper,
'81,
Chicago, Ill.
730 West Adams St.

ACADEMY.

Merritt Starr, Esq., '75, Supt. R. R. Rogers, '76,
Chicago, Ill. Jamestown, N. Y.
916 Monadnock Block. 627 E. 6th St.

Mr. O. S. Kriebel, '89,
Pennsburg, Pa.
Care of Perkiomen Sem.

CONSERVATORY.

Dr. Lucien C. Warner,
'65,
New York, N. Y.
632 Broadway,

Mr. George B. Siddall,
'91,
Cleveland, O.
1015 Garfield Bldg.

Mrs. W. H. Kinder,
Findlay, Ohio

DRAWING AND PAINTING.

Mr. Irving W. Metcalf,
'78
Oberlin, O.

Prof. A. V. Churchill,
h. '98
New York, N. Y.
Care of Columbia Univ.

Prof. A. S. Kimball,
Oberlin, O.

LIBRARY.

Rev. Charles S. Mills,
Cleveland, O.
463 Jennings Ave.

Mr. Edmund A. West,
'43
Chicago, Ill.,
426 Jackson Boul.

Mrs. E. M. Fairchild,
Albany, N. Y.
Care of Library School.

ANCIENT LANGUAGES.

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D. D., '63,
Boston, Mass.
24 Beacon St.

Mr. A. B. Bragden,
Monroe, Mich.

Mr. James B. Smiley,
'89
Cleveland, O.
157 Brainard Ave.

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Gen. G. W. Shurtleff, '59, Prof. H. T. West, '90,
Oberlin, O. Gambier, O.
Care of Kenyon College.

Professor W. I. Thomas
Chicago, Ill.
Care of Univ. of Chicago.

PHILOSOPHY.

Rev. Henry M. Tenney,
D. D.,
Oberlin, Ohio,

Professor Ray Stetson,
'93
Beloit, Wis.,
Care of Beloit College.

Prof. P. G. Knowlton
'90
Fargo, N. Dak.
Care of Fargo College.

Term Expires
Jan. 1, 1905.

Term Expires
Jan. 1, 1904.

Term Expires
Jan. 1, 1906.

HISTORY.

Paul D. Cravath, Esq.,
'82,
New York, N. Y.,
40 Wall St.

Mr. Geo. B. Heazelton,
'79,
San Francisco, Cal.,
401 California Ave.

Prof. John R. Commons,
'88,
New York, N. Y.,
281 Fourth Ave.

MATHEMATICS.

Homer H. Johnson,
Esq., '85,
Cleveland, O.,
1009 American Trust Bldg.

Mr. A. M. Johnson,
Chicago, Ill.,
2735 Michigan Ave.

Mr. Walter N. Crafts,
'92,
Oberlin, O.,

BIOLOGICAL SCIENCE.

Dr. Dudley P. Allen,
'75,
Cleveland, O.,
278 Prospect St.

Prof. Chas. A. Kofoed,
'90,
Berkeley, Cal.,
Care of Univ. of California.

Prof. C. J. Chamberlain,
'88,
Chicago, Ill.,
Care of Univ. of Chicago.

OTHER PHYSICAL SCIENCES.

H. Clark Ford, Esq.,
Cleveland, Ohio,
708 New England Bldg.

Mr. Robert A. Millikan,
'91,
Chicago, Ill.,
Care of Univ. of Chicago.

Mr. Charles M. Hall,
'85,
Niagara Falls, N. Y.

ATHLETICS, DISCIPLINE, AND GYMNASIUM FOR MEN.

Wm. C. Cochran, Esq.,
'69,
Cincinnati, O.,
245 Gillman Ave.

Mr. James B. Dill,
New York, N. Y.,
27-29 Pine St.

Prof. Thomas D. Wood,
'88,
New York, N. Y.,
Care of Teachers College.

ATHLETICS, DISCIPLINE, GYMNASIUM AND PHYSICAL TRAINING FOR WOMEN.

Prof. W. B. Chamberlain,
'75,
Oak Park, Ill.,
723 Kenilworth Ave.

Mrs. Agnes W. Mastick,
'92,
New York, N. Y.,
35 Mount Morris Park

Miss Harriet L. Keeler,
'78,
Cleveland, O.,
93 Olive St,

ECONOMICS, POLITICAL SCIENCE AND SOCIOLOGY.

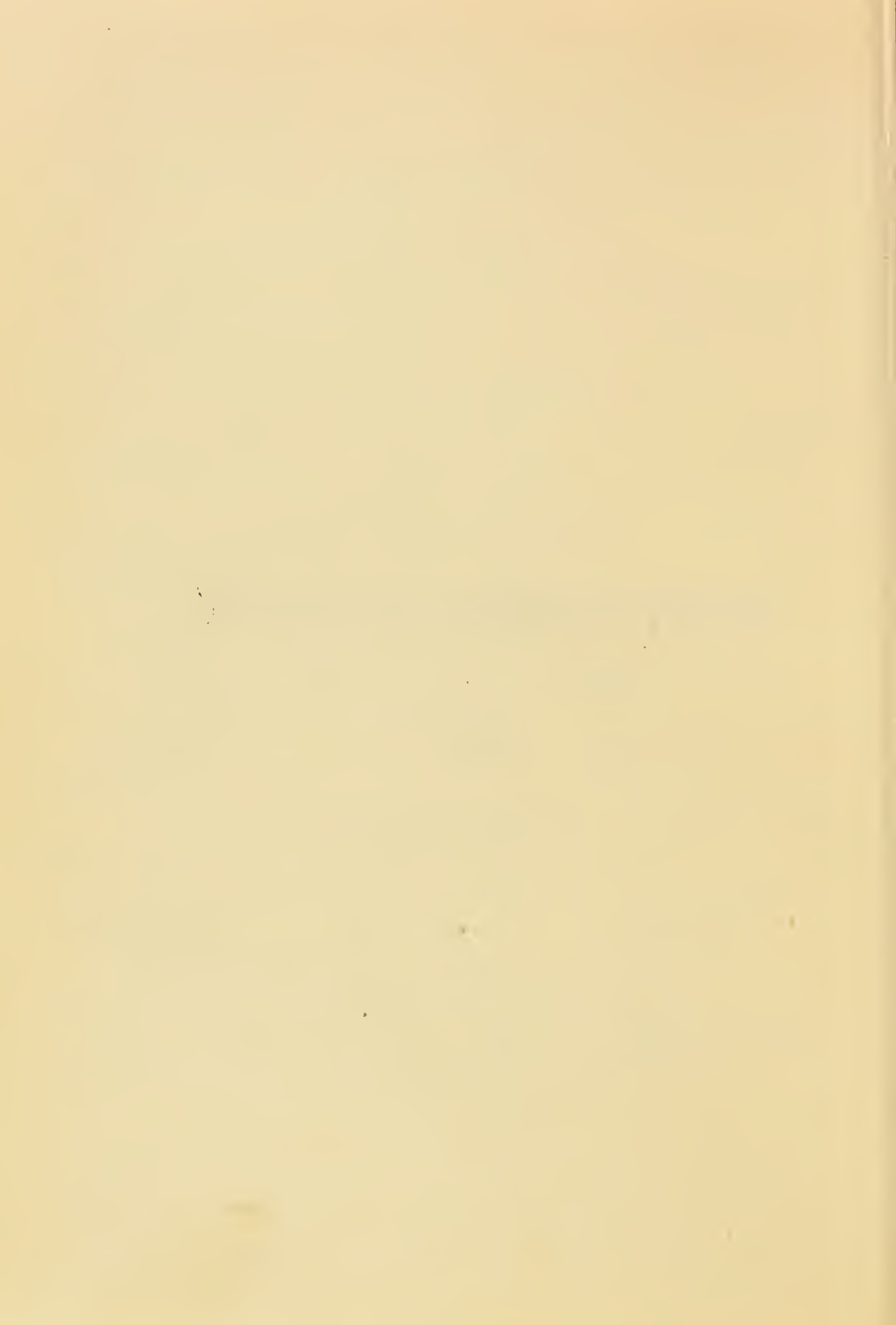
Hon. T. E. Burton,
'77,
Cleveland, Ohio.
709 Society for Savings Bldg.

Mr. Edward D. Durand,
'93,
Cambridge, Mass.,
57 Gorham St.,

Professor T. N. Carver,
Cambridge, Mass.,
Care of Harvard Univ.

TREASURER'S REPORT.

1902.



TREASURER'S STATEMENT.

TO THE BOARD OF TRUSTEES OF OBERLIN COLLEGE:—

The Treasurer of the College submits his Annual Statement for the year ending August 31, 1902, as follows:

The funds separately invested are:

	Principal. August 31, 1902.	Net Income.
C. G. Finney Memorial Fund—		
Mortgages and real estate.....	\$76,275.00	\$4,930.96
Cash.....	1,998.45	
Straus Fund—		
Oberlin real estate.....	24,685.28	
Springer Fund—		
Cleveland real estate.....	5,088.45	506.75
Foltz Fund—		
Bonds	538.61	23.00
Totals	\$108,585.79	\$5,460.71

The other funds are invested as a whole. A summary statement of these investments with the net income thereof, is as follows:

	Principal. August 31, 1902.	Net Income.
Notes and mortgages	\$453,419.24	\$28,510.61
Stocks, bonds	106,296.38	1,832.11
Collateral loans	198,845.24	8,880.07
Real estate.....	237,685.39	5,796.89
Deposits (Savings and Trust Co.'s).....	100,000.00	4,540.06
Sundry accounts	97,937.60	
Loan to General Fund.....	18,301.87	
Deposits subject to check and cash	255,080.98	4,122.03
Total of general investments	\$1,467,566.70	\$53,681.77
Total of special investments.....	108,585.79	
	\$1,576,152.49	

The above investments are stated in detail, beginning at page 179 of this report.

The net income of general investments, (\$53,681.77,) after charging off the sum of \$6,996.83 from certain properties thought to be valued too highly, has been divided at the rate of 4.6 per cent. among the funds to which they belong.

The excess of expense over income in the accounts of University, College, Academy and Theological Seminary, combined as usual, was \$8,414.68. The deficit for the year ending August 31, 1901 was \$9,887.19 which being added shows the total unpaid deficit on August 31, 1902, to be \$18,301.87.

Gifts have been received during the year as follows:—

GIFTS FOR IMMEDIATE USE.

From "A Friend," \$180.00 for the Library.

From E. A. West, \$250.00 for the Library.

From Mrs. Cyrus H. McCormick, \$250.00 to be used under direction of the President of the College.

From O. S. A. Sprague, \$50.00 for aid to students.

From Stevenson Burke, \$100.00 for aid to students.

From E. T. Earl, \$500.00 for aid to students.

From James B. Dill, \$250.00 for additional equipment of the football field.

From Jesse Helsell, \$35.00 for current expense.

From Patton, Fisher & Miller, \$43.21 for the plans for the rebuilding of Lord Cottage.

From L. H. Severance, \$600.00 for current expense.

From L. H. Severance, \$11,715.25, the balance of his gift for the construction and equipment of the Severance Chemical Laboratory.

From a citizen of Oberlin, \$5.00, subscription to the Reunion expense.

For current expense of the Theological Seminary from—

The N. W. Rice Company ..	\$100.00	J. N. Smith.....	\$75.00
J. E. Jones & Company.....	25.00	F. E. Tracy.....	50.00

From members of the Living Endowment Union, \$650.00 for current expense.

From the Second Congregational Church of Oberlin, \$89.90 for aid to students in the Theological Seminary.

For the support of the Slavic Department in the Theological Seminary from—

E. W. Capen.....	\$5.00	A. H. Currier	\$75.00
Mrs. R. K. Hawley.....	50.00	O. J. Wilson	75.00
C. A. Coffin.....	50.00	S. T. Wellman.....	25.00
W. H. Osterhout	25.00	Charles B. Bubier	50.00
Mrs. Theodore Lyman.....	25.00	E. A. Steiner	35.00
Silas H. Paine	25.00	Anne Walworth.....	250.00
Central Congregational Society			50.00
Pilgrim Church, Cleveland			25.00
Bethlehem Cong. Church and Sunday-school, Cleveland, ...			10.97
Broadway Tabernacle Congregational Church, New York City,			50.00
Central Church, Worcester, Mass., ...			10.00
First Church Woman's Guild, Buffalo, ...			50.00
Congregational Church Y. P. S. C. E., Jefferson, Ohio, ...			5.00
Bohemian Church Y. P. S. C. E., Silver Lake, Minn., ...			10.00
Congregational Church Y. P. S. C. E., Medina, Ohio, ...			10.00
Bohemian Church, Silver Lake, Minn., ...			20.00
First Congregational Church, Oberlin, ...			91.91
Second Congregational Church, Oberlin, ...			39.90
Ohio W. H. M. U.			313.62
New York W. H. M. U.			150.00
South Dakota W. H. M. U.			48.39

The total amount of these gifts for immediate use is \$16,543.15.

This amount is distributed in the Statement of Income and Expense among the following accounts:

University	\$584.22	
College	600.00	
College, special accounts.....	10.00	
Theological Seminary.....	250.00	
Theological Seminary, special accounts...	1,664.69	
Library	438.00	
Miscellaneous	12,996.24	
		\$16,543.15

GIFTS TO FORM NEW FUNDS OR INCREASE OLD ONES.

From L. H. Severance, of New York, \$40,000.00, to found the L. H. Severance Professorship of Chemistry.

From George M. Clark, of Chicago, \$120.00, a subscription to the Fairchild Professorship.

✓ Sundry gifts to the Fenelon B. Rice Professorship, \$10,419.50.

✓ From the trustee of the Adélia A. Field Johnston Professorship,
\$2,417.66.

✓ Sundry additional gifts to the Adelia A. Field Johnston Professorship, \$2,101.57.

From Thomas A. Hall, of Chicago, \$100.00, a subscription to Library Endowment.

✓ Sundry gifts to Library Endowment, \$860.00.

From L. H. Severance, of New York, \$6,196.00, to establish a Maintenance Fund for the Severance Chemical Laboratory.

From John D. Rockefeller, of New York, \$200,000.00, his gift to general endowment.

From E. A. and C. B. Shedd, of Chicago, \$10,000.00, their gift to establish the Shedd Fund.

From Marcus Lyon, of Wauseon, Ohio, \$10,000.00, his gift to general endowment.

Sundry gifts to general endowment, \$83,739.63.

From the estate of William E. Osborn of Pittsburgh, Pa., \$5,000.00,
a part of his bequest to Oberlin College.

From the estate of John Sherman, of Mansfield, Ohio, \$5,000.00, his bequest to Oberlin College.

From J. Howard Nichols, of Boston, \$1,000.00, to found the Howard Gardner Nichols Scholarship.

From Mrs. Ella W. Metcalf, of Baltimore, \$1,000.00, to found the J. C. Wilder Scholarsship.

From Mrs. Hannah B. Irwin, of Wheeling, West Virginia, \$1,000.00,
to found the Jean Woodward Irwin Scholarship.

From Merritt Starr, of Chicago, \$2,500.00, to found the Comfort Starr Scholarship Fund.

From the trustee of the May Moulton Memorial Fund, \$1,000.00, the gift of Mrs. Susan Moulton, to establish the fund.

From an anonymous donor, \$500.00, for endowment of the Jeremiah Butler Reading Room at Lord Cottage. *Hannah Snow Lewis -*

From Alumni, \$3,930.50, part payments on subscriptions to the Class Reunion Funds.

The total amount of the gifts to capital account is \$386,890.86, as is also shown on page 172 of this report.

166	1900	Endow
167	1901	Class of '58 School
168	1902	1903
169	1904	1905
170	1906	1907
171	1908	1909
172	1910	1911
173	1912	1913
174	1914	1915
175	1916	1917
176	1918	1919
177	1920	1921
178	1922	1923
179	1924	1925
180	1926	1927
181	1928	1929
182	1930	1931
183	1932	1933
184	1934	1935
185	1936	1937
186	1938	1939
187	1940	1941
188	1942	1943
189	1944	1945
190	1946	1947
191	1948	1949
192	1950	1951
193	1952	1953
194	1954	1955
195	1956	1957
196	1958	1959
197	1960	1961
198	1962	1963
199	1964	1965
200	1966	1967
201	1968	1969
202	1970	1971
203	1972	1973
204	1974	1975
205	1976	1977
206	1978	1979
207	1980	1981
208	1982	1983
209	1984	1985
210	1986	1987
211	1988	1989
212	1990	1991
213	1992	1993
214	1994	1995
215	1996	1997
216	1998	1999
217	2000	2001
218	2002	2003
219	2004	2005
220	2006	2007
221	2008	2009
222	2010	2011
223	2012	2013
224	2014	2015
225	2016	2017
226	2018	2019
227	2020	2021
228	2022	2023
229	2024	2025
230	2026	2027
231	2028	2029
232	2030	2031
233	2032	2033
234	2034	2035
235	2036	2037
236	2038	2039
237	2040	2041
238	2042	2043
239	2044	2045
240	2046	2047
241	2048	2049
242	2050	2051
243	2052	2053
244	2054	2055
245	2056	2057
246	2058	2059
247	2060	2061
248	2062	2063
249	2064	2065
250	2066	2067
251	2068	2069
252	2070	2071
253	2072	2073
254	2074	2075
255	2076	2077
256	2078	2079
257	2080	2081
258	2082	2083
259	2084	2085
260	2086	2087
261	2088	2089
262	2090	2091
263	2092	2093
264	2094	2095
265	2096	2097
266	2098	2099
267	2100	2101
268	2102	2103
269	2104	2105
270	2106	2107
271	2108	2109
272	2110	2111
273	2112	2113
274	2114	2115
275	2116	2117
276	2118	2119
277	2120	2121
278	2122	2123
279	2124	

Since the closing of the accounts for the year, gifts have been received as follows:

From Lucien C. Warner, of New York, \$30,000.00; for balance of his gift for the construction of the new Gymnasium for men.

From the estate of John Henry Barrows, \$1,000.00; his bequest to found the John Manning Barrows Scholarships.

From the estate of Joshua W. Weston, of La Crosse, Wis., \$1,000.00; his bequest to Oberlin College.

During the year President Barrows secured the completion of the Half Million Increase in Endowment—first step towards the Greater Oberlin of his hope and expectation. The whole amount has been entered upon the Treasurer's books except the gift and bequest of Mrs. Caroline E. Haskell, from which it is estimated that not less than fifty thousand dollars will be realized.

Endowments for current expense now stand on the books as follows:

General or University Endowments	\$632,504.59
College Department "	397,716.83
Academy.....	
Theological Seminary.....	119,674.76
Conservatory of Music	30,419.50
Library	21,708.76
Total.....	\$1,202,024.44

The accounts hereinafter presented are:

First, a set of tables showing the current income and expenses of each Department in detail, accounts of general interest being placed under the heading "University."

Second, a list of all the Funds and Balances in the care of the Treasurer showing their amounts at the beginning and end of the year.

Third, a classified list of the properties or assets in the hands of the Treasurer.

Fourth, a list of buildings, grounds, apparatus, etc., in use for College purposes, and not valued on the Treasurer's books.

JAMES R. SEVERANCE, Treasurer.

OBERLIN, November 19, 1902.

UNIVERSITY.

INCOME.

From invested funds	\$11,162.85
From rent of houses and lands not valued	409.17
Biography of C. G. Finney	9.35
Income from Lord and Hinchman Scholarship Funds..	144.67
Gifts for current expense.....	584.22
Total income.....	————— \$12,310.26

EXPENSE.

Salaries—Administration	\$8,500.00
Treasurer's office.....	3,508.00
Library	2,400.00
Gymnasia	2,817.00
Secretary's office.....	1,780.00— 19,005.00
Clerks	1,019.49
Stationery, printing and postage	2,648.80
Advertising	414.91
Fuel and lights.....	944.45
Buildings and grounds, care and repairs.....	3,179.31
Men's Gymnasium	1,036.99
Women's Gymnasium	381.13
Outside Representation	52.50
Sundry expense	2,192.87
Alumni Dinner.....	317.24
Reunion expense	386.09
Payments on Lord and Hinchman funds	196.50
Total expense	————— 31,775.28

Special Accounts—

Receipts.

Art School Fees.....	1,178.35
Teacher's Course, Woman's Gymnasium.....	75.00
Jennie Allen Nurse Fund	92.00
Jones Loan Fund, loans returned.....	352.70
Scholarship Funds, from investments.....	1,347.00
Scholarship Loan Fund, loans returned.....	60.00— 3,105.05

Payments,

Art School	1,178.35
Teachers' Course, Woman's Gymnasium.....	269.55
Jones Loan Fund, loans made	440.00
To holders of scholarship orders.....	1,109.63
Advances to scholarships repaid.....	20.70— 3,018.23

COLLEGE.

INCOME.

From invested funds	16,049 80
Term bills.....	34,911.46
Graduate fees	414.50
Elocution	45.00
Gift for current expense.	600.00
Total income.....	— — — 52,020 76

EXPENSE.

Salaries	32,508.00
Clerks	128.47
Stationery, printing and postage.....	173.54
Outside Representation	145.28
Fuel and lights.....	1,056.31
Buildings and grounds, care and repairs.....	2,570.58
Advertising	2.25
Sundry expense	107.84
Museum	400.00
Herbarium	175.00
Apparatus.....	700.00
Psychology	6.17
Trustee Scholarships.....	809.01
Avery Scholarships.....	201.00
Oberlin College Scholarships.....	18.00
Payment on Cross collection of minerals	100.00
Total expense.....	— — — 39,101.45

Special Accounts—

Receipts.

Chemical Laboratory	1,115.31
Botanical "	113.00
Zoological "	523.52
Physical "	183.50
Archæology.....	114.00
Anatomy.....	16.00
Scholarship funds from investments	966.00— 3,031.33

Payments.

Chemical Laboratory fees	1,326.98
Botanical " "	87.43
Zoological " "	355.17
Physical " "	130.49
Archæology	105.16
Anatomy	16.00
Advance to Herbarium	43.88
To holders of scholarship orders	957.50
Advances to scholarships repaid	8.00— 3,030.61

ACADEMY.

INCOME.

Term bills	11,827.50
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EXPENSE.

Salaries	11,700.00
Clerks	45.45
Stationery, printing and postage	100.71
Fuel and lights	311.57
Buildings and grounds, care and repairs	475.20
Sundry expense	.50
Trustee scholarships	822.00
Total expense	13,455.43

Special Accounts — Receipts.

Physical Laboratory	46.00
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Payments.

Physical Laboratory	34.20
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THEOLOGICAL SEMINARY.

INCOME.

From invested funds	\$9,489.59
Term bills and rent of rooms	1,496.00
Diplomas	36.00
Gifts for current expense	250.00
Total income	11,271.59

EXPENSE.

Salaries	9,400.00	
Clerks	12.60	
Stationery, printing and postage	157.64	
Advertising	84.00	
Fuel and lights.....	616.84	
Buildings and grounds, care and repairs.....	1,129.06	
Interest on advances.....	60.24	
Sundry expense	52.15	
Total expense	—————	11,512.63

Special Accounts — Receipts.

Slavic Department—

Gifts for current expense	\$1,574.79	
Loan repaid	49.79—	1,624.58
Scholarship Funds—From investments .	841.43	
“ “ Gifts	89.90	
“ “ Loans repaid.....	210.00—	1,141.33— 2,765.91

Payments.

Slavic Department.....	1,857.25	
To holders of scholarship orders.....	1,177.50—	3,034.75

CONSERVATORY.

INCOME.

Term bills	46,267.22	
Interest on Reserve Fund	1,342.90	
Rent of Williams house (less improvements)	82.73	
Total income.....	—————	47,692.85

EXPENSE.

Salaries.....	34,276.21	
Library, etc.....	215.29	
Stationery, printing and postage	658.31	
Advertising	235.89	
Piano and organ tuning.....	1,577.03	
Fuel and lights.....	931.84	
Janitor and engineers.....	2,125.00	
Supplies and repairs.....	1,742.88	
Purchase of instruments	985.00	
Total expense.....	—————	42,747.45

*Special Accounts—**Receipts.*

Loan Fund, loans returned.....

286.20

Payments.

Loan Fund, loans made.....

68.50

LIBRARY.**INCOME.**

From invested funds.....	954.06	
Dividend G. T. Harvey Company.....	60.00	
Term bills	1,072.80	
Private examinations	433.75	
Registrar's fees.....	62.00	
Books and supplies sold.....	26.50	
Interest on subscription to Endowment	6.00	
Gifts for current expense and purchase of books.....	438.00	
Transfer from Archæology.....	73.00	
Transfer from Buckingham Fund.....	150.00	
Total income.....	—	3,276.11

EXPENSE.

Librarian's assistant, clerks	1,018.55	
Case Library fee.....	10.00	
Binding books.....	477.13	
Stationery, printing and postage	402.30	
Purchase of books	1,939.56	
Total expense	—	3,847.54

MISCELLANEOUS.*Receipts.*

Finney Memorial Fund, interest.....	\$4,930.96	
Foltz Tract Fund, interest.....	\$23.00	
“ “ “ sale of tracts.....	41.14—	64.14
Annuity Funds, income.....	5,260.88	
Summer School, fees	1,254.00	
Arboretum, sale of wood	11.65	
Profit on sale of lands.....	1,405.01	
Sundry receipts	176.70	
Gifts for immediate use.....	12,996.24	
Gifts to form new funds or increase old ones.....	386,890.86	
Total receipts	—	412,990.44

Payments.

Finney Memorial Fund.....	2,500.00	
Foltz Tract Fund.....	96.25	
Annuities	9,266.60	
Summer School	1,230.51	
Severance Chemical Laboratory on construction account	21,724.69	
Warner Gymnasium on construction account.....	2,933.54	
Dill Field, equipment.....	250.00	
To holders of orders on Buckingham fund	395.00	
" " McCormick fund	85.50	
Purchase of perpetual scholarship	100.00	
Sundry payments.....	844.28	
Total payments.....		39,426.37

Summary of the income and expense of the University, College, Academy, and Theological Seminary:

	Income.	Expense.	Surplus.	Deficit.
University	\$12,310.26	\$31,775.28		\$19,465.02
College	52,020.76	39,101.45	\$12,919.31	
Academy	11,827.50	13,455.43		1,627.93
Seminary (Theol.)....	11,271.59	11,512.63		241.04
	<u>\$87,430.11</u>	<u>\$95,844.79</u>	<u>\$12,919.31</u>	<u>\$21,333.99</u>
		87,430.11		12,919.31
Total deficit for the year.....		\$8,414.68		\$8,414.68

Summary showing the increase of Funds and Balances in the care of the Treasurer.

	Receipts.	Payments.
University, special accounts	\$3,105.05	\$3,018.23
College, special accounts	3,031.33	3,030.61
Academy, special accounts.....	46.00	34.20
Theological Seminary, special accounts.....	2,765.91	3,034.75
Conservatory, income and expense.....	47,692.85	42,747.45
Conservatory, special accounts.....	286.20	68.50
Library, income and expense	3,276.11	3,847.54
Miscellaneous.....	412,990.44	39,426.37
	<u>\$473,193.89</u>	<u>\$95,207.65</u>
	95,207.65	
Total increase of funds and balances, as is		
also shown on page 178 of this report...	\$377,986.24	

Funds and Balances in the care of the Treasurer.

UNIVERSITY.

August 31, 1901.

August 31, 1902.

	General Fund (so called).....	
\$110,300.23	Endowment.....	\$172,044.36
17,514.89	Alumni Fund	17,514.89
24,475.00	E. I. Baldwin Fund	24,475.00
10,000.00	Henrietta Bissell Fund	10,000.00
31,309.41	James H. Fairchild Professorship	31,429.41
10,275.00	Walworth Fund	15,275.00
38,000.00	Dickinson Fund.....	38,000.00
4,846.10	Clarissa M. Smith Fund	4,846.10
16,000.00	Ralph Plumb Fund	16,000.00
2,000.00	Truman P. Handy Fund	2,000.00
85.06	Shaw Fund	85.06
79.14	Latimer Fund	79.14
1,505.91	Butler Fund.....	1,505.91
32,626.72	Reunion Fund of 1900 (part)	36,249.72
33,000.00	William E. Osborn Fund	38,000.00
	John Sherman Fund.....	5,000.00
	John D. Rockefeller Fund	200,000.00
	E. A. and C. B. Shedd Fund	10,000.00
	Marcus Lyon Fund.....	10,000.00— \$632,504.59
2,689.95	C. N. Pond Fund.....	2,705.62
7,415.42	Dutton “	7,276.53
2,974.80	Prunty “	2,961.64
171.15	Whipple “	165.02
277.05	Finney “	271.79
788.15	Davis “	664.40
72.05	Ryder “	66.36
8,303.42	Dascomb “	8,120.37
461.78	Warner “	453.02
61,385.20	C. V. Spear “	60,508.92
1,182.23	Gillett “	1,116.61
354.66	Perry “	334.97
164.40	Seales “	156.96
6,444.40	Ross “	6,415.84
4,617.78	Gilchrist “	4,530.20
27,890.00	Marx Straus “	24,685.28
4,881.70	Mary A. Springer Fund	5,088.45

Amounts carried forward..... \$125,521.98 \$632,504.59

	Amounts brought forward.....	\$125,521.98	\$632,504.59
	Collins Fund.....	5,000.00	
	Cooper "	3,000.00	
	Williams "	2,000.00	
	Hotchkiss Fund.....	1,000.00	
	Firestone Fund	6,000.00—	142,521.98
1,000.00	Cowles Memorial Scholarship.....	1,000.00	
1,100.00	Dr. A. D. Lord Scholarship.....	1,100.00	
1,000.00	Mrs. Elizabeth W. Lord Scholarship .	1,000.00	
1,045.00	Hinchman Fund.....	1,045.00—	4,145.00
5,000.00	Lydia Ann Warner Scholarship.....	5,000.00	
1,000.00	F. V. Hayden Scholarship.....	1,000.00	
6,000.00	Avery Fund.....	6,000.00	
1,500.16	Finney Scholarship	1,542.66	
1,000.00	Howard Valentine Scholarship.....	1,000.00	
1,000.00	Caroline Scholarship.....	1,000.00	
1,000.00	Talcott "	1,000.00	
1,000.00	Metcalf "	1,000.00	
1,000.00	Dodge "	1,000.00	
1,000.00	Dascomb "	1,000.00	
1,000.00	Bierce "	1,000.00	
1,000.00	Graves "	1,000.00	
500.00	Louis Nelson Churchill Scholarship..	500.00	
200.00	Ann Lincoln Fund.....	200.00	
592.69	Jones Loan Fund	505.39	
1,250.00	Mary E. Wardle Scholarship.....	1,250.00	
6,500.00	Dr. Dudley Allen Fund.....	6,500.00	
1,000.00	Henry N. Castle Scholarship.....	1,000.00	
1,010.00	Class of '58 Scholarship.....	1,015.00	
550.50	Class of '69 "	665.50	
812.50	Class of '98 "	1,000.00	
	Jean Woodward Irwin Scholarship...	1,000.00	
	Howard Gardner Nichols Scholarship	1,000.00	
	May Moulton Memorial Fund.....	1,000.00	
130.00	Trustee Scholarship Fund (part)....	130.00	
401.25	Scholarship Loan Fund (part).....	461.25—	37,769.80
386.70	Unused income, above scholarships.		616.37
75,842.49	C. G. Finney Memorial Fund	78,273.45	
2,596.37	Jennie Allen Nurse Fund	2,688.37	
	Lewis Fund	500.00—	81,461.82
14,448.66	Balance credits, sundry accounts ...		3,278.91
	Amount carried forward.....		\$902,298.47

COLLEGE.

	Amount brought forward.....		\$902,298.47
67,910.57	Endowment.....	67,810.57	
19,561.41	Dascomb Professorship.....	19,561.41	
50,000.00	Stone Professorship.....	50,000.00	
55,881.37	Fredrika Bremer Hull Professorship..	55,881.37	
30,000.00	Graves Professorship.....	30,000.00	
30,000.00	Brooks ".....	30,000.00	
23,748.25	Monroe ".....	23,748.25	
25,000.00	James F. Clark Professorship.....	25,000.00	
20,000.00	Perkins Fund.....	20,000.00	
25,000.00	Avery Professorship.....	25,000.00	
	L. H. Severance Professorship.....	40,000.00	
	Adelia A. Field Johnston Professorship	4,519.23	
	Severance Laboratory Fund.....	6,196.00—	397,716.83
1.14	G. F. Wright Research Fund.....		1.14
1,000.00	Jennie M. Williams Scholarship.....	1,000.00	
6,000.00	Ellen M. Whitcomb ".....	6,000.00	
1,000.00	Flora L. Blackstone ".....	1,000.00	
500.00	Tracy-Sturges Scholarship.....	500.00	
1,500.00	E. A. West Fund.....	1,500.00	
1,000.00	Harvey H. Spelman Scholarship....	1,000.00	
1,000.00	Lucy B. Spelman ".....	1,000.00	
1,000.00	Janet Whitcomb ".....	1,000.00	
1,000.00	Mrs. F. E. Tracy ".....	1,000.00	
5,000.00	Frank Dickinson Bartlett Scholarship	5,000.00	
2,000.00	Andover Scholarships.....	2,000.00	
	J. C. Wilder Scholarship.....	1,000.00	
	The Comfort Starr Scholarship Fund	2,500.00—	24,500.00
80.30	Unused income, above scholarships.		80.80
152.04	Balance credits, sundry accounts ...		152.26

ACADEMY.

66	Balance credits, sundry accounts ...	12.46
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THEOLOGICAL SEMINARY.

34,281.88	Endowment.....	34,281.88
21,371.10	Finney Professorship.....	21,371.10
8,935.84	Finney and Morgan Professorship...	8,935.84

Amounts carried forward..... \$64,588.82 \$1,324,761.96

	Amounts brought forward.....	\$64,588.82	\$1,324,761.96
25,000.00	Holbrook Professorship.....	25,000.00	
21,707.00	Michigan ".....	21,707.00	
4,750.00	Place Fund.....	4,750.00	
3,495.55	Burrell Fund.....	3,495.55	
138.52	Hudson Fund.....	133.39 —	119,674.76
4,279.76	West Fund.....		4,126.11
5,000.00	Lemuel Brooks Scholarship.....	5,000.00	
1,500.00	Jennie M. Rossiter Scholarship.....	1,500.00	
1,000.00	McCord Gibson ".....	1,000.00	
1,000.00	John Morgan ".....	1,000.00	
1,000.00	Painesville ".....	1,000.00	
1,000.00	Oberlin First Cong. Church Scholarship.....	1,000.00	
1,000.00	Oberlin Second Cong. Church ".....	1,000.00	
1,000.00	Anson G. Phelps Scholarship.....	1,000.00	
1,000.00	Butler Scholarship.....	1,000.00	
1,000.00	Miami Conference Scholarship.....	1,000.00	
1,250.00	Tracy Scholarship.....	1,250.00	
1,000.00	Sandusky Scholarship.....	1,000.00	
1,250.00	Leroy H. Cowles Scholarship.....	1,250.00	
700.00	Emerson Scholarship (part).....	700.00	
291.95	Susan S. Button Fund.....	291.95 —	18,901.95
1,155.04	Unused income, above scholarships.....		1,118.87
416.83	Balance credits, sundry accounts.....		184.16

CONSERVATORY.

	Fenelon B. Rice Professorship.....	30,419 50	
29,193.55	Reserve Fund.....	14,138.95	
537.00	Loan Fund.....	754.70 —	45,313.15

LIBRARY.

15.00	Library Fund.....	881.00	
827.00	Class of '85 Fund.....	827.00	
497.60	Cochran Fund.....	500.00	
500.00	Grant ".....	500.00	
300.00	Hall ".....	400.00	
100.00	Henderson Fund.....	100.00	
11,176.63	Holbrook ".....	11,176.63	
500.00	Keep-Clark Fund.....	500.00	

Amounts carried forward..... \$14,834.63 \$1,514,170.9

	Amounts brought forward.....	\$14,884.63	\$1,514,170.96
1,000.00	Plumb Fund.....	1,000.00	
5,724.13	E. K. Alden Fund	5,724.13	
100.00	Andrews Fund	100.00—	21,708.76
656.56	Balance credits, sundry accounts ...		82.73

SPECIAL.

<u>570.72</u>	Foltz Tract Fund	<u>538.61</u>
1,158,514.82	Total funds and balances	\$1,536,501.66

Total increase of funds and balances, \$377,986.24.

Liabilities.

<u>22,618.61</u>	Deposits and personal accounts.....	<u>39,651.43</u>
\$1,181,163.43		\$1,576,152.49

The foregoing Funds and Balances are invested in the following properties.

Notes and Mortgages distributed as follows:

Cleveland	\$94,567.89	
Akron	20,600.00	
Oberlin	21,521.07	
Columbus	11,800.00	
Lorain	16,900.00	
Tallmadge.....	1,000.00	
Wellington	650.00	
Bedford	3,000.00	
Geneva.....	800.00	
Farm lands in Ohio.....	93,865.00	
Total in Ohio.....	—————	\$264,703.96
Matthews	16,280.25	
Farm lands in Indiana	7,352.88	
Total in Indiana.....	—————	23,633.13
Grand Rapids	7,575.00	
Farm lands in Michigan.....	41,979.50	
Total in Michigan	—————	49,554.50
Topeka.....	11,759.67	
Eureka.....	696.50	
Hutchinson	4,000.00	
Wabaunsee	350.00	
Eskridge	500.00	
Eldorado.....	4,000.00	
Farm lands in Kansas.....	25,883.00	
Total in Kansas.....	—————	47,189.17
Duluth		15,600.00
Des Moines.....	1,940.00	
Farm lands in Iowa.....	11,000.00	
Total in Iowa	—————	12,940.00
Chicago		70,000.00
Farm lands in North Dakota		400.00
“ “ Nebraska.....		4,191.00
Total notes and mortgages	—————	\$488,211.76

Amount brought forward		\$488,211.76
Stocks and Bonds:		
\$ 186.06	Streator, Ill., paving bonds	186 06
4,000.00	Hutchinson, Kan., paving bonds	4,000.00
9,000.00	Knickerbocker Ice Co. bonds	8,186 43
20,000.00	United States Coal Co. bonds	19,200.00
10,000.00	Cleveland & Eastern Ry. bonds	9,000 00
20,000.00	Syracuse Rapid Transit bonds	18,000.00
30,000.00	Wheeling Traction Co. bonds	30,000.00
7,000.00	The Elyria Building Co. bonds	7,000 00
2,500.00	Chicago & Alton R.R. stock (guaranteed)	2,500 00
10,000.00	The Railway Steel Spring Co. stock ..	8,762.50—106,834.99
Collateral Loans		198,845.24
Real Estate:		
Ashtabula (city property).....		2,975.98
Oberlin	" "	122,333.31
Sandusky	" "	2,100.00
Cleveland	" "	5,000.00
Akron	" "	12,000.00
Toledo	" "	1,000.00
Farm lands in Ohio.....		1,900.00
Total in Ohio.....		147,309.29
Grand Rapids (city property).....		21,549.00
Farm lands in Michigan.....		6,075.00
Total in Michigan		27,624.00
Topeka (city property).....		13,397.45
Hutchinson		2,700.00
Salina.....		425.00
Farm lands in Kansas.....		57,859.38
Total in Kansas.....		74,383.83
Fargo (city property).....		4,100.00
Farm lands in North Dakota.....		2,147.00
Total in North Dakota		6,247.00
Chicago		10,000.00
Farm lands in Illinois.....		5,675.00
Total in Illinois.....		15,675.00
Farm lands in Nebraska.....		945.00
" "	South Dakota.....	600.00
" "	Missouri.....	2,000.00
" "	Florida	200.00
" "	Washington.....	475.00
Total real estate.....		275,459.12
Amount carried forward.....		\$1,069,351.11

Amount brought forward.....	\$1,069,351.11
Sundries:	
Construction account Baldwin Cottage (loan)....	12,107.79
" " Talcott Hall (loan).....	13,231.10
Advances to Council Hall.....	99.28
" Museum	1,213.85
" English Theological Course.....	1,204.89
" Scholarships	314.24
Improvements to Keep Home.....	1,274.62
Furnishings Park Hotel	6,882.09
Unexpired insurance	2,504.41
Time deposits (Savings and Trust Companies)...	100,000.00
Bills receivable and sundry accounts	92,587.81—231,420.08
Loan to General Fund.....	18,301.87
Deposits subject to check and cash.....	257,079.43
	\$1,576,152.49

SUMMARY OF ASSETS.

Notes and Mortgages	\$188,211.76
Stocks and Bonds	106,834.95
Collateral Loans.....	198,845.24
Real Estate	275,459.12
Sundries	249,721.95
Cash	257,079.43
	\$1,576,152.49
Buildings and Equipment (see page 182)	765,950.00
	\$2,342,102.49

The following properties in use for College purposes are not entered in the foregoing list of assets, and are not valued on the Treasurer's Books. The values given are reasonable estimates based on their cost and present condition;

Chapel.....	\$20,000 00
Spear Library.....	30,000 00
French and Society Halls.....	14,000 00
Peters Hall.....	75,000 00
Finney Laboratory.....	9,000 00
Warner Hall.....	125,000 00
Council Hall.....	75,000 00
Sturges Hall.....	10,000 00
Talcott Hall and Furniture.....	65,000 00
Baldwin Cottage and Furniture.....	40,000 00
Lord Cottage and Furniture.....	24,000 00
Stewart Hall.....	4,000 00
Keep Home.....	3,000 00
Other houses and College grounds.....	8,000 00
Library.....	50,000 00
Woman's Gymnasium.....	8,000 00
Physical and Chemical Apparatus.....	15,000 00
Museum.....	25,000 00
Botanical Collection.....	7,500 00
Musical Library.....	3,000 00
Musical Instruments and Apparatus.....	36,000 00
Arboretum.....	2,000 00
Athletic Grounds.....	2,950 00
Severance Chemical Laboratory.....	69,500 00
Warner Gymnasium.....	45,000 00
	\$765,950 00

REPORT OF THE AUDITING COMMITTEE.

To the Board of Trustees of Oberlin College:

The Committee have personally examined all Bonds, Notes, Mortgages, Certificates of Stocks, Deeds, and other evidences of property which were on hand at the beginning of said year or were received during the year, and also all securities deposited as collateral for loans. We find that all are now in the hands of the Treasurer or are fully accounted for, and that all payments of interest or principal endorsed on any of the securities have been properly credited on the books of the College.

In examining the books and vouchers the Committee were assisted by Mr. A. J. Horn of Cleveland, an expert Public Accountant and Auditor, and his report is appended and made a part of our report.

"In accordance with your instructions the undersigned, a public accountant and auditor, proceeded to make a thorough examination of the books and accounts of Treasurer James R. Severance. The period covered in this audit extends from September 1, 1901, to August 31, 1902. I have carried out the following procedure:

(1) The Cash Balance as shown by the Treasurer's Cash Account on Ledger was verified by the money in the drawer and balances in the banks.

(2) All disbursements appearing on the Treasurer's Cash Book were checked by miscellaneous receipts, properly endorsed checks and other voucher evidence.

(3) All receipts and disbursements appearing on the Treasurer's Cash Book were carefully re-footed and extensions examined.

(4) All entries appearing on the Journal were found properly transcribed from the Cash Book as verified by comparison of Journal and Cash Book footings.

(5) All entries appearing on Journal were found correctly posted as evidenced by the equilibrium of Trial Balance under date of August 31, 1902, which was carefully re-checked.

I commend the practical system of accounting in vogue at the Treasurer's office and the skillful manner in which the College accounts have been handled."

[Signed]

IRVING W. METCALF,

G. W. SHURTLEFF,

Auditing Committee.

ACTIONS TAKEN AT THE MEETING OF THE TRUSTEES,
NOV. 20, 1902.

There were present Messrs. Allen, Mills, Burton, Ford, Smith, L. H. Severance, Cravath, Warner, Ryder, Starr, Chamberlain, Cochran, Shurtleff, Goodrich, Metcalf, and Tenney.

Professor Henry Churchill King was elected President of Oberlin College.

The recommendations from the Council as printed on page 65 and 66 of the Dean's report were approved.

The following trustees were elected:

Mr. A. L. Barber, New York City, reëlection, full term.

Gen. G. W. Shurtleff, Oberlin, Ohio, reëlection, full term.

Dr. Judson Smith, Boston, Mass., reëlected by the alumni, full term.

Mr. Merritt Starr, Chicago, Ill., reëlected by the alumni for the unexpired term of Mrs. A. A. F. Johnston, resigned.